

MAR 5 - 1936

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

VOLUME 92 NUMBER 3
MARCH, 1936

THE AMERICAN School Board Journal

A PERIODICAL of SCHOOL ADMINISTRATION



If Only All the Children Had Some Place to Play, Somewhere They Might Meet—

THE SIX-YEAR HIGH SCHOOL

By Leslie O. Taylor (Page 17)

THE BRUCE PUBLISHING CO.
MILWAUKEE CHICAGO NEW YORK

JOHNSON AUTOMATIC TEMPERATURE CONTROL



HAYDEN PLANETARIUM, *American Museum of Natural History, New York City.* TROWBRIDGE & LIVINGSTON, ARCHITECTS

In famous buildings everywhere — auditoriums, theaters, museums, churches, where large crowds gather — there is Johnson apparatus to solve every temperature and humidity control problem. A complete, comprehensive system for the automatic regulation of heating, cooling, ventilating, humidifying, and dehumidifying.
 . . . A unified nation-wide organization.

The Hayden Planetarium is equipped with a complete system of Johnson control of room temperatures — 41 room thermostats, 61 radiator valves. There is complete Johnson control of temperature and humidity also on the three central ventilating plants. Humidity is controlled both summer and winter.

JOHNSON SERVICE COMPANY: Milwaukee, Wisc.
 Direct Branches in all Principal Cities





TO BE SURE TO GET WHAT YOU WANT

When You Specify Maple for School Floors

Its combination of warm, dry, cushioning effect beneath the feet with lasting wear and smoothness, makes Northern Hard Maple the ideal flooring material for school floors.

Tough - fibred, tight - grained Maple—with its firm anchorage for desks, ease of cleaning and maintenance, and remarkable long wear—proves to be a decided economy over a period of years.

There is only one way, however, to be certain at all times of receiving these known qualities of MFMA standard Maple—and that is whenever you specify Maple Flooring, to specify trade-marked "MFMA" Maple.

Maple Flooring trade-marked MFMA is guaranteed to be all Hard Maple of the grade stamped thereon.

This mark also certifies standard quality and millwork, conforming in every respect to the high standards set by the Maple Flooring Manufacturers Association.

You invite substitution if you

specify merely "Maple Flooring" when you want MFMA quality and MFMA supervision. You make sure of getting standard MFMA quality only when you specify trade-marked "MFMA" Maple—available in strips or blocks.

MAPLE FLOORING MANUFACTURERS ASSOCIATION
1780 McCormick Building, Chicago, Ill.

See our catalog data in Sweet's, Sec. 21/13. Let our service and research department assist you with your flooring problems. Write us.

Floor with Maple

The letters **MFMA** on Maple, Beech or Birch Flooring signify that the flooring is standardized and guaranteed by the Maple Flooring Manufacturers Association, whose members must attain and maintain the highest standards of manufacture and adhere to manufacturing and grading rules which economically conserve these remarkable woods. This trade-mark is for your protection. Look for it on the flooring you use. **MFMA**



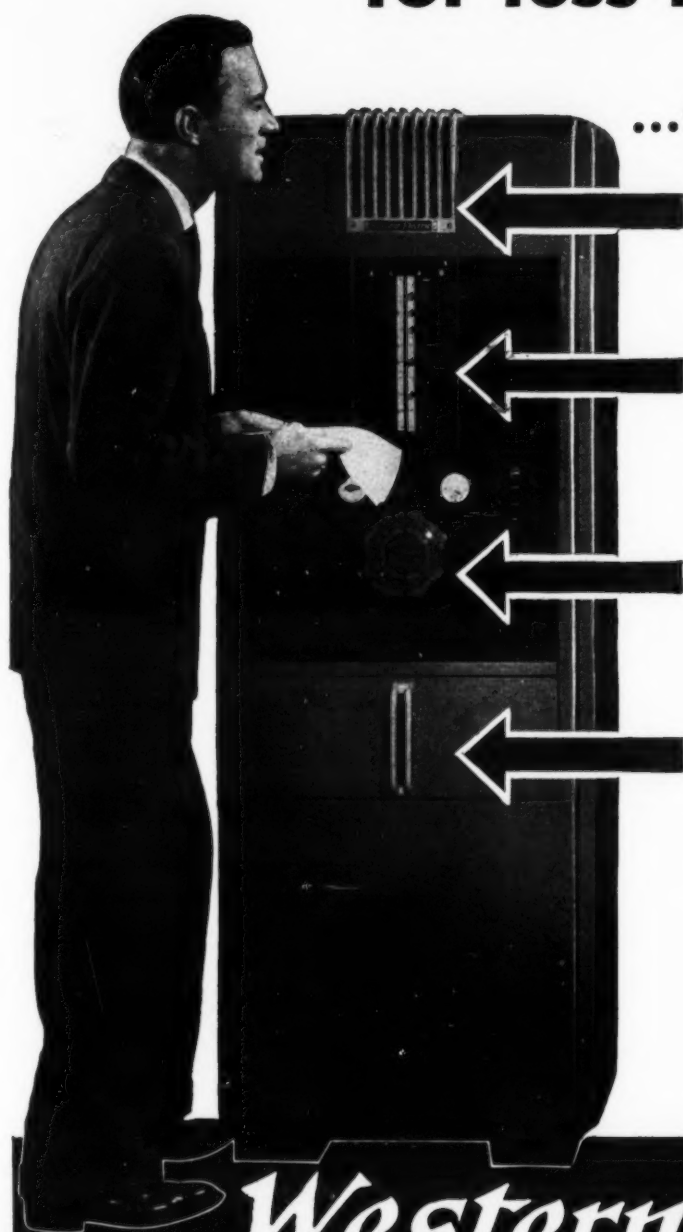
Now!

...complete Western Electric

Program Sound System

for less than **\$1000⁰⁰**

...with these outstanding features



MICROPHONE AND LOUD SPEAKER combined for first time. All loud speakers in system act as microphones, so principal may listen to work in any classroom by throwing "talk-back" switch.

SELECTOR SWITCHES. As many as 60 keys may be provided—each controlling one or more loud speakers. With *one* amplifier, only one program may be delivered—with *two* amplifiers, two programs may be heard simultaneously in different rooms.

ALL-WAVE RADIO receives long or short wave broadcasts from domestic or foreign stations. Brings new interest to current events, domestic science, music appreciation courses—and music for social events.

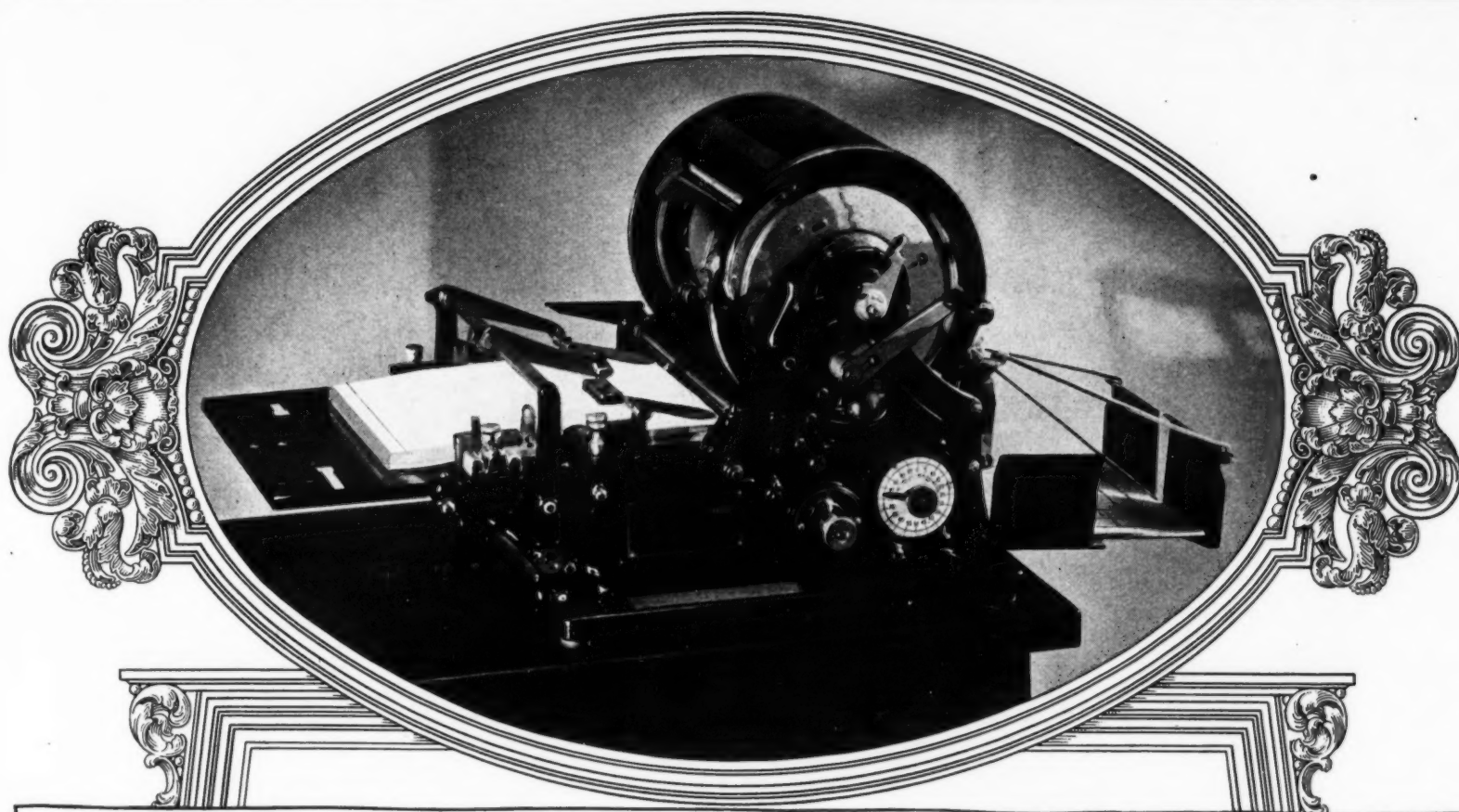
RECORD REPRODUCER—a two-speed turntable for playing standard phonograph records. Particularly helpful in music and language courses, as well as for entertainment.

● This new, compact, low cost system lives up to Western Electric's high standards of quality in every way. It's backed by 54 years of Bell Telephone making. It's the ideal Program Sound System for your school! For details: Graybar Electric, Graybar Bldg., New York.

Western Electric

Distributed by GRAYBAR Electric Co. In Canada: Northern Electric Co., Ltd.

PROGRAM DISTRIBUTION AND PUBLIC ADDRESS SYSTEMS



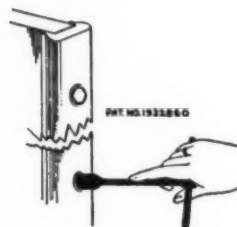
FREE DEMONSTRATION—A STUDY OF MODERN BETTERMENTS IN SCHOOL WORK

Today many good schools are in urgent need of modern tools, tools with proved ability to reduce costs, erase obsolete methods, make teaching more effective. Such a tool is the Mimeograph. For example, it provides a working basis for the use of lesson sheets and other teaching aids, thereby opening the door to modern methods in the classroom. In connection with a ready-prepared stencil service, it enables schools to print their own forms, outline maps, and seat work at surprisingly low cost. It simplifies and improves the routine of school administration. In brief, the Mimeograph Process is *the one all-purpose duplicating method* meeting every requirement of the modern school system. In countless schools, it has more than paid its way by its savings of time, money, and human energy. Why not let us tell you and show you by actual demonstration just what this marvelous process can do for you? Write A. B. Dick Company, Chicago.

Accept this free offer. We have prepared a special demonstration to show executives and teachers how the Mimeograph will help them. This can be arranged at your convenience and without placing you under the least obligation. For full particulars, write today to Educational Department, A. B. Dick Company, Chicago.

M I M E O G R A P H





So Easy!

Von Duprin Compensating Astragal Devices completely solve the problem of warping . . . shrinking . . . swelling doors. In a few seconds, anyone who can use a wrench adjusts the gap between the astragals, and sticking, leaking doors are whipped.

STOP IT! PROVIDE SAFE EXIT WITH

Von Duprin

Self-Releasing Fire and Panic Exit Latches

It is such a simple matter to make the doors of schools completely safe against the major cause of death in school fires, the piling up of children at the exit doors.

Not only is it possible to do it but, waiving all the rights of school children to be safe, it is *economical* to do it. For Von Duprins are not only sure; they are so well built, their drop-forged parts are so strong, that they outlast the building with little or no maintenance cost during their entire life. . . . Write us today for data sheets and complete information.

Sweet's Index $\frac{18}{42}$

VONNEGUT HARDWARE CO.

INDIANAPOLIS, IND. • Von Duprin Latches are listed as standard by Underwriters Laboratories, Inc.



Living Radiators... GIVE THEM AIR!

Both common sense and science agree that to prevent these human radiators from overheating the room, and to abate odors, occupied classrooms need a *continuous supply of fresh, outdoor air*. How much or how little depends upon the number of pupils and their hygienic status; but Nesbitts insist that *outdoor-air ventilation is regularly needed*. This conviction has the weighty backing of nearly all State laws, of the American Society of Heating and Ventilating Engineers, and of the latest researches.*

* Reports of several recent ventilation studies will be sent upon request.

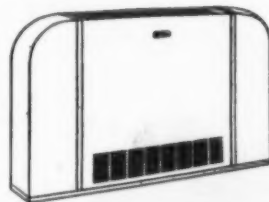
However, air below a certain temperature cannot be introduced into a warm classroom without causing cold drafts. So the Nesbitt Syncretizer, with its *air-stream minimum temperature control*, assures that all air taken from outdoors is first warmed to that safe minimum temperature, thus preventing drafts.

Specify heating and ventilating units which recognize these two scientific principles. The Nesbitt Syncretizer embodies both—and many other advanced features. Write for The Story of Syncretized Air.

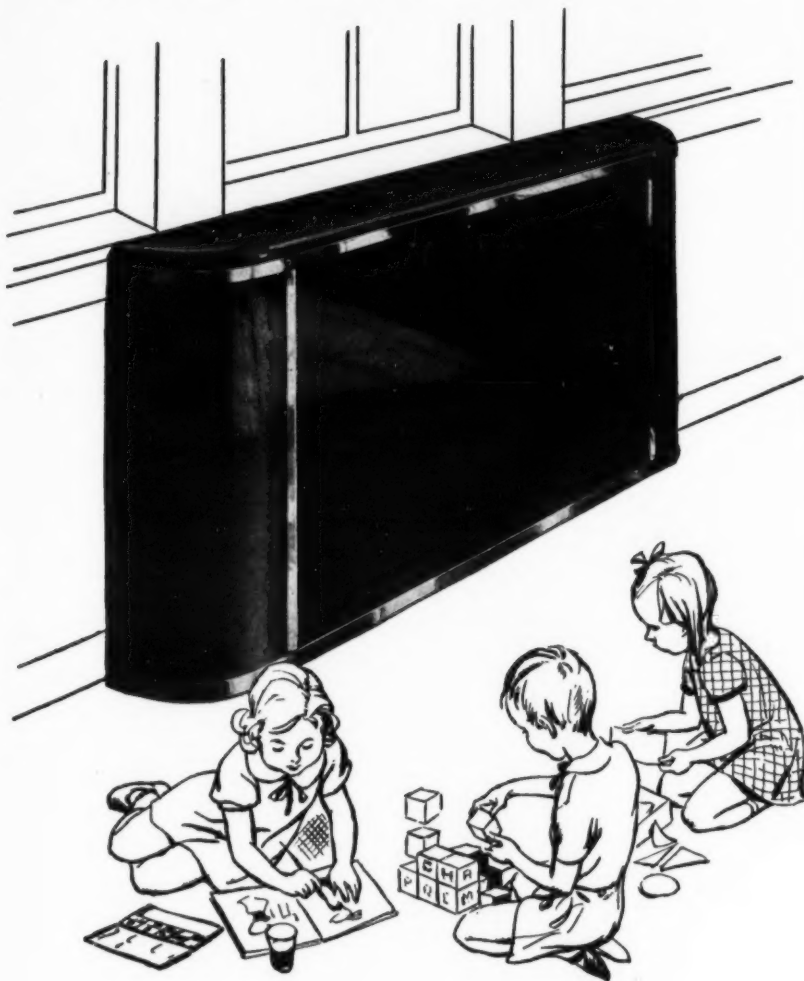
JOHN J. NESBITT, INC., HOLMESBURG, PHILADELPHIA, PA.

THE NESBITT SYNCRETIZER

Sold by American Blower Corporation, Buckeye Blower Company and John J. Nesbitt, Inc.



Isn't it a Peach!



IT IS!... this new Sturtevant DeLuxe Unit Ventilator. No other Sturtevant Equipment has ever so completely won the praise of school officials, school boards, architects, and contractors.

Result: Our factory is working overtime to fill a steady stream of orders.

Utmost efficiency and dependability, assured by Sturtevant's 70 years of air engineering experience... plus striking modern design. This is the winning combination.

Ask Your Architect about this Sturtevant Unit Ventilator. He has complete information in his office... in his 1936 Sweet's Catalog File, Section 26, Catalog 16.

B. F. Sturtevant Co., Hyde Park, Boston, Mass.
Branches in 33 principal cities

B. F. STURTEVANT COMPANY OF CANADA, LTD., GALT.
Sales Offices in Toronto and Montreal Repres. in Principal Canadian Cities

**THE NEW
UNIT VENTILATOR
by Sturtevant**

We promise to save you money!

CHAMBERLIN WEATHER STRIPS

"SINCE 1893-THE STANDARD"

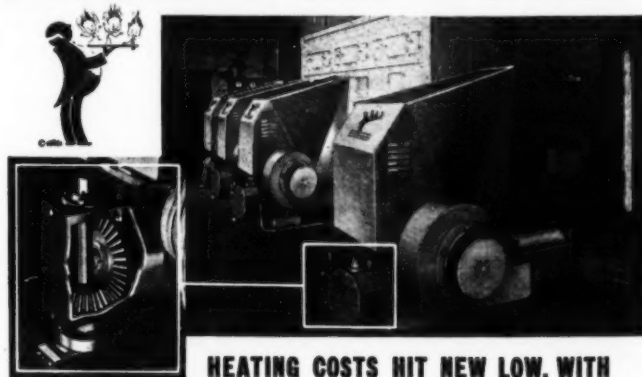
Based on our experience with thousands of schools, Chamberlin Metal Weather Strips will save you from 20% to 40% of your yearly fuel bill. They will more than pay for themselves in very few years. At the same time they give draftless comfort and warmth... protect the health of teachers and pupils forever. Fully guaranteed. Write for particulars.

CHAMBERLIN METAL WEATHER STRIP CO., INC.
1234 LaBrosse Street • Detroit, Michigan

New PULSATOR

Combined with Zoned Air Control System

HITS NEW HIGH IN COMBUSTION EFFICIENCY



HEATING COSTS HIT NEW LOW, WITH

THE AUTOMATIC BUTLER COAL STOKER

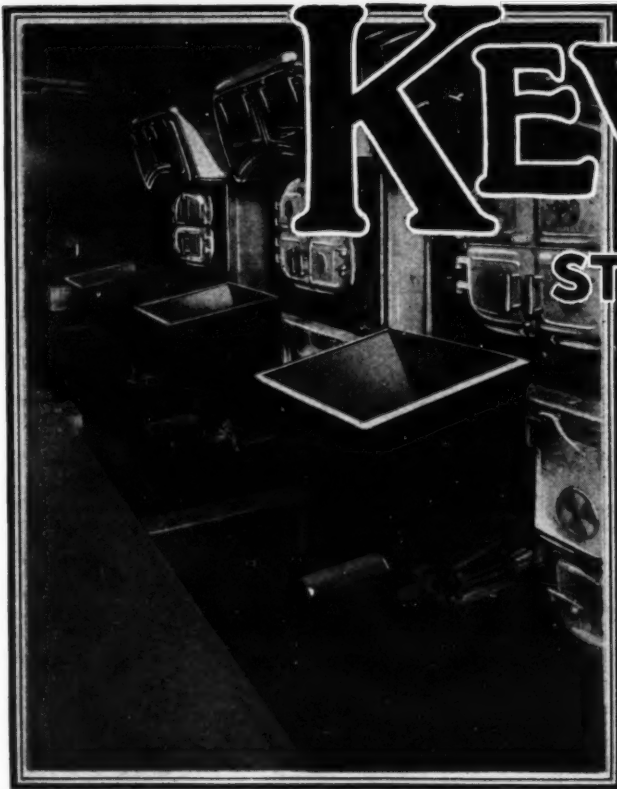
For 1936, Butler hits a new high in combustion efficiency by means of its exclusive Zoned Air Control System, and the new Butler Pulsator, combination of ram and screw fuel feeding which forces even fuel distribution over the entire firebed.

The Pulsator is gear driven direct off the screw shaft, thereby allowing the perfect coordination of the two

feed units at any speed. Dual agitation keeps heavy coking formations broken, and eliminates blow holes. Greater efficiency comes from increased turbulence in the retort.

For information on the tremendous reductions in heating costs made by other schools, write us today. We'll be glad to send you the interesting details.

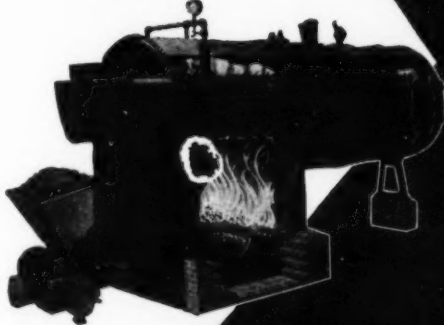
BUTLER MANUFACTURING COMPANY
1255 EASTERN AVE., KANSAS CITY, MO.



Battery of Kewanee Portable Boilers "teamed up" with Stokers in the Y. M. C. A., Evanston, Illinois.

Chester Walcott, Architect
Wm. Lees, Heating Contractor

There is a type and size Kewanee for heating every building, regardless of its size or the fuel used.



KEWANEE BOILER CORPORATION

division American Radiator & Standard Sanitary Corporation
KEWANEE, ILLINOIS • Branches in Principal Cities

Kewanee Products May be Financed on the Kewanee Time Payment Plan

**11,385 Kewanee Steel Boilers are Heating
7,286 of America's Finest Schools**

KEWANEE STEEL BOILERS

FOR COAL Hand or Stoker Fired OIL or GAS

No matter what fuel is used—nor how it is fed into the boiler—whether it be coal or oil or gas—a good boiler is always the basis of a good heating plant.

The finest coal stoker built is almost useless unless it is operating under a good boiler: For, after all, while a good stoker makes heat efficiently; it's up to the boiler to use that heat economically. The same is true of an oil or gas burner.

Swing to Oil or Gas or Stoker firing as you like. But don't overlook the fact that the boiler must be right.

In choosing a boiler for these later fuels and newer method of firing you can't do better than stick to Kewanee with its 68 years of experience and its record of highly successful operation with every known fuel.

Thorough tests made "on the job" and in our own laboratory have proved the ability of Kewanee Boilers to burn every kind of fuel to the complete satisfaction of the building owner.

The Efficiency of Any Heating Plant Depends Primarily on the Boiler



..... *She knows*
HOFFMAN
CONTROLLED HEAT
 Will Guard Their Health
 at School

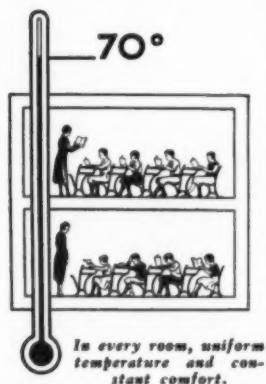
Mothers who know that schoolrooms are heated with Hoffman Controlled Heat worry less . . . because the health-dangers of faulty heating are eliminated.

Sudden changes in temperature, more than anything else, are an invitation for ever-lurking cold germs to pounce. That is why educators today are taking precautions against the dangers of variable temperatures in schoolrooms.

The accurately adjustable controls of Hoffman Controlled Heat make it a simple matter to provide an equal distribution of heat, so that every room is maintained at an even, constant temperature. Should occasion arise where more or less heat than standard is required, the Modulating Radiator Valve instantly adjusts heat output to the degree desired—at the touch of a finger!

Because of its economy, Hoffman Controlled Heat recommends itself strongly to the man responsible for maintenance costs. It is a vapor vacuum system, hence operates on an amazingly small amount of fuel.

The large number of schools today equipped with Hoffman Controlled Heat are ample evidence of the outstanding merit of this modern system. A Hoffman engineer will gladly explain it in detail—or write at once for our latest booklet. Hoffman Specialty Co., Inc., Dept. AB-3, Waterbury, Conn.



HOFFMAN SPECIALTY CO., Inc.
 WATERBURY, CONN.

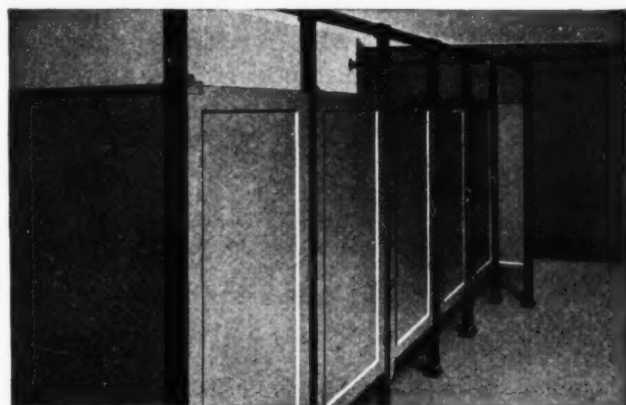
Makers of Venting Valves, Traps, Supply Valves and Pumps

SLOAN

THE STANDARD OF COM-
 PARISON BY WHICH
 ALL OTHER FLUSH
 VALVES ARE
 JUDGED.

**SLOAN
 VALVE
 CO.....**

**F
 I
 A
 T**



**FIAT ALL-STEEL PARTI-
 TIONS FOR TOILET AND
 DRESSING STALLS**

Ideal for schools and dormitories—
 are strong, durable and sanitary and
 non-absorbent of moisture and odors.

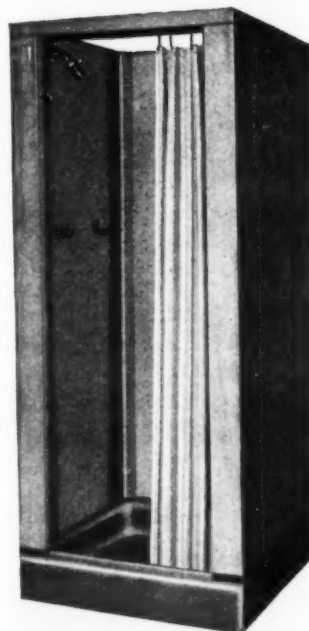
**FIAT SHOWER BATH
 CABINETS**

Leakproof - Rustproofed - Sanitary
 Can be installed in new schools or in
 remodeling old buildings. Economical
 and easily installed. There is a
 FIAT cabinet for every requirement.

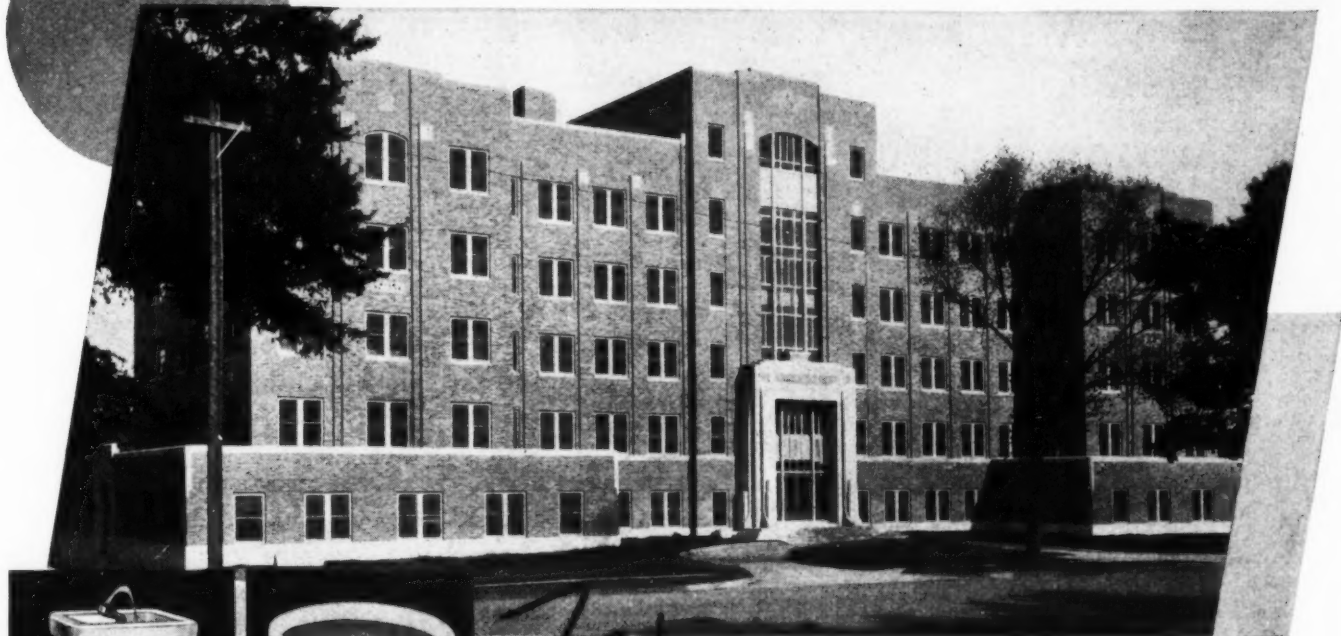
Catalog Sent on Request

FIAT
Metal Manufacturing Co.

1201 Roscoe St., CHICAGO, ILL.
 101 Park Ave., NEW YORK
 11 Beacon St., BOSTON



PUT YOUR SCHOOL A STEP AHEAD



With **CRANE** DRINKING FOUNTAINS



Crane C-9042 CORWITH
Pedestal Fountain



Crane C-9268 CORRIDOR
Recess Fountain



Crane C-9060 CORWITH
Wall Fountain



Crane C-9158 THURSTEND
Wall Fountain

CRANE SANITARY EQUIPMENT FOR SCHOOLS

Lavatories	Domestic Science Sinks
Closets	Service Sinks
Urinals	Flush Valves
Showers	Vacuum Breakers
Faucets	Valves and Fittings

● Crane Drinking Fountains have safeguards which are much more advanced in sanitary principle than the early fountains which replaced the tin cups. Much forethought has gone into Crane drinking fountain design. Sanitation, of course, has been the guiding principle. Bubblers that prevent contamination of the water port and avoid back-siphonage are a prime feature. Other advantages are receptor and pedestal materials, including fine vitreous china, impervious to stains. There is great sculptural beauty in many models. Valves and fittings are of efficient, fool-

proof design, sturdy construction. The line is complete, including wall and pedestal types for corridors, fountains for ornamental use, and non-freezing types for year-round outdoor installations.

All Crane plumbing fixtures and materials for schools are designed and manufactured under the guidance of the same far-seeing principles which perfected Crane Drinking Fountains. The degree to which a school is Crane-equipped—in all departments—is a sound indication of the economy and effectiveness with which that school is able to handle the problem of sanitation.

CRANE

CRANE CO., GENERAL OFFICES: 836 S. MICHIGAN AVENUE, CHICAGO, ILL., NEW YORK: 23 W. 44TH STREET

Branches and Sales Offices in One Hundred and Sixty Cities

VALVES, FITTINGS, FABRICATED PIPE, PUMPS, HEATING AND PLUMBING MATERIAL

The SILVER SPOON

•

"Being born with a silver spoon" no longer has its earlier significance.

Opportunities are made—not inherited.

Values are dependent upon serviceability.

A concert grand piano would have high value in the home of a talented musician, but little value in an Indian hut.

The old double school seat had value in the day when there was nothing better. It has no value today because communities have progressed beyond it. Years of experimenting and research have added value to the modern school seats because of the new valuation placed on the health of the child.

There was a day when the old school stove furnished heat a-plenty for those unfortunate to be close to it; and cold a-plenty for those who were farther removed. It had a value in the old days. That value has disappeared with the demand for modern incased heaters with ventilation systems attached.

There was a day when the hand slate and the raspy slate pencil were indispensable. They had value because there was no substitute. Today you have the blackboards with the clear writing surface and the scientifically manufactured chalk crayon. These have deprived the slate and the slate pencil of their value.

There was a day when the shirt sleeves and the slate rags with liquid less pure than water were used to clean the slates. Today we have the scientifically constructed blackboard erasers designed to keep the writing surface clean and the class room air clear. The rag has lost its value.

There are some serviceless types of school supplies and equipment still available at low prices, but never sufficiently low to constitute a good buy. Modern supplies and equipment have made the old worthless. *The more a good product is improved, the less desirable a poor product becomes.*

If you want to buy a product that will fit the times in a progressive era of education, if you want to buy a product that will fit the environment, if you want to buy a product that will give the service—the service of adaptability, of healthfulness and usefulness, then buy a product that has been checked against the requirements of progressive communities.

Progressive companies keep pace with trends, they do not follow tradition.

They place no stock in the "silver spoon".

•

National School Supplies & Equipment Association

Room 312, Palmer House

Chicago, Illinois



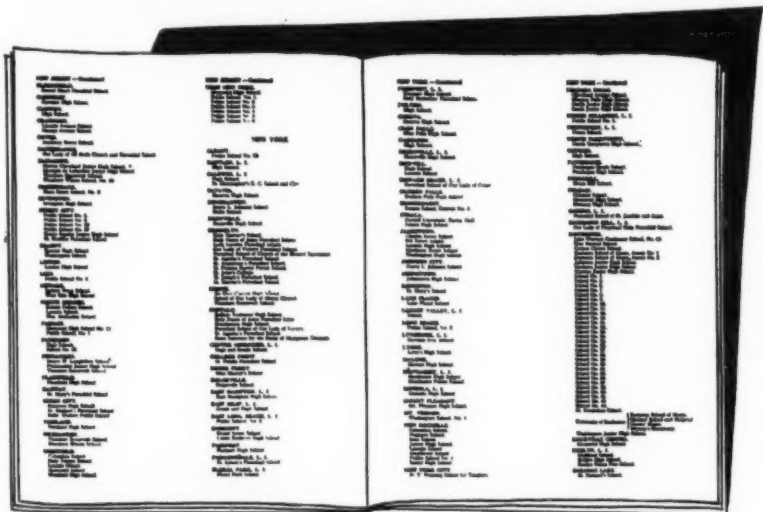
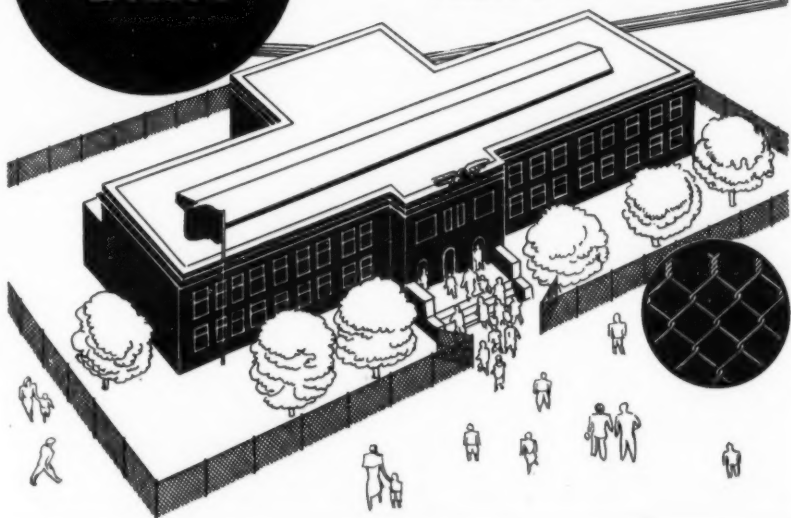
DOUBLE-PROTECTED AGAINST RUST FOR A LONGER LIFE

Pittsburgh Chain-Link Fence is made of copper-bearing rust-resisting steel wire, heavily coated with zinc. Thus Pittsburgh Fence is double-protected against rust. Pittsburgh Fence fabric is hot-dipped in molten zinc after weaving, assuring a perfectly bonded continuous, flawless protective coating. Fence frame and fittings are of copper-bearing rust-resisting steel, with an equally heavy coating of zinc. We will be glad to furnish an estimate of fencing any school or playground property.

**Pittsburgh
Fence**

PITTSBURGH STEEL CO.

751 Union Trust Bldg.
Pittsburgh, Pa.



Years Ago We Published a List---

of the schools equipped with Spencer Central Vacuum Cleaning Systems. Copies are available still, but the idea has now spread to 43 states and a total of 574 towns, with many of the larger cities having from 30 to more than 100 Spencer Cleaners in service, we have been unable to keep the printed list up to date.

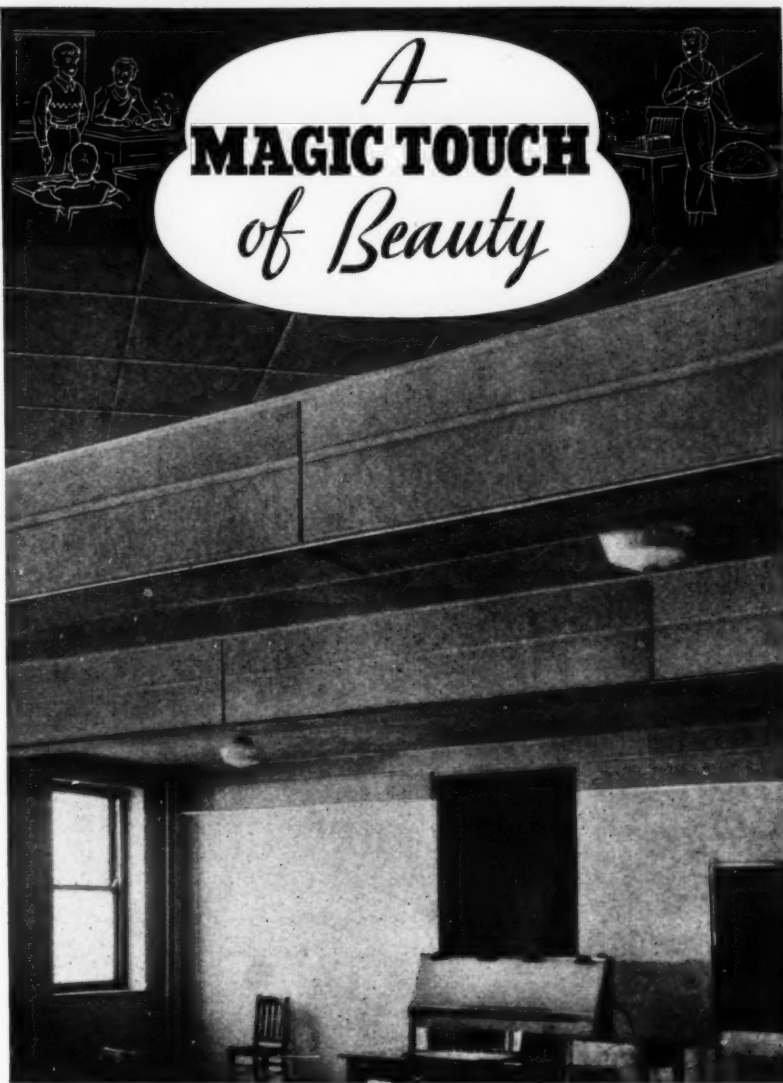
Spencer Cleaning Systems in both the Portable and Central types are specified by educators and architects because they are reliable, quick and thorough, and because a higher degree of cleanliness can be obtained at a lower cost, over a period of years, with a Spencer.

Let us send you a list of schools in your vicinity that are Spencer Equipped.

SPENCER CENTRAL AND PORTABLE
HARTFORD VACUUM CLEANING SYSTEMS
THE SPENCER TURBINE COMPANY, HARTFORD, CONN.

6-97

A MAGIC TOUCH of Beauty




—that brings quiet with it to school walls and ceilings—at low cost . . .

Growing, impressionable minds, how quickly and eagerly they respond to school surroundings! Beautiful walls and ceilings play a major part in creating a favorable school environment. Yet such walls and ceilings need not be costly—if you use Nu-Wood.

Sturdy and lasting, Nu-Wood is an ideal material for school use. Its colors (obtainable in a variety of shades) are soft and glowing—its texture distinctive. It comes in several styles, allowing individual choice in pattern combinations. Remember, too, that Nu-Wood also *insulates* and hushes noise—plus values for which you pay nothing extra.

You will be astonished at the low cost of Nu-Wood, and at the ease with which it is applied over old wall and ceiling surfaces, or in new construction. You have nothing to lose, and everything to gain, by finding out about this multiple-purpose material. Write us for the facts!



NU-WOOD
MADE BY THE MAKERS OF  **BALSAM-WOOL**

WOOD CONVERSION COMPANY
Room 133, First National Bank Bldg.
St. Paul, Minn.

I want to know more about Nu-Wood. Please send me, without obligation on my part, information and illustrations.

Name _____
Address _____
City _____ State _____

WRITE OR DRAW WITH PEN & INK

TYPE WITH TYPEWRITER

WRITE WITH PENCIL

USE DITTO INK PRINTED PRACTICE LESSONS

DITTO COPIES 8 COLORS in one operation

AN ARITHMETIC WORKBOOK

WORKBOOK LESSON FOR FIRST YEAR ALGEBRA

Color and Spectroscopy

DITTO COPIES ALL—IN ONE OPERATION

VERSATILITY such as you will find in no other duplicator—economy that schools cannot ignore—these are the outstanding features of all Ditto duplicators.

Ditto makes copies direct from your original writing, typing or drawing without stencil, type or engravings. You merely write, type or draw on bond paper as you ordinarily do, take that original to Ditto and make your copies.

With Ditto you can reproduce eight colors, all in one operation. You can copy any com-

bination of handwritten, hand-drawn or typewritten work; and you can do all this at a cost of less than five cents per hundred copies.

Not only can you enjoy all of the time and money saving advantages of Ditto Duplicators, but you can also take full advantage of the educational features of Ditto Ink Printed Practice Lesson Books which have created so much favorable comment in educational circles in the past few years. No school can afford to be without all these advantages.

Write today for our book "Emancipating

the Teacher." It tells just what Ditto can do for your school. There's no cost or obligation.

DITTO, INC.

2280 W. Harrison St., Chicago, Illinois

Gentlemen: Without cost or obligation please send me your book "Emancipating the Teacher," telling just what Ditto can do for my school.

Name.....Title.....

School.....

Address.....

City.....County.....State.....

2280 W. HARRISON STREET

Ditto, Inc. CHICAGO, ILLINOIS

THE AMERICAN School Board Journal

A Periodical of School Administration

Western Office:
66 E. SOUTH WATER ST.
CHICAGO, ILL.

Published on the first day of the month by

THE BRUCE PUBLISHING COMPANY

524-544 No. Milwaukee Street, Milwaukee, Wis.

Eastern Office:
330 WEST 42ND STREET
NEW YORK, N. Y.

TABLE OF CONTENTS

Cover: If Only All the Children Had Some Place to Play, Somewhere They Might Meet— <i>From the annual report of the New York City Public Schools. Courtesy, Supt. H. G. Campbell.</i>	
Cartoon: The Best Safeguard Against "Isms"..... <i>R. O. Berg</i>	15
The School Board and the Superintendent..... <i>E. W. Moehnert</i>	16
The Development of the Six-Year Secondary School..... <i>Leslie O. Taylor</i>	17
Where the Denver School Tax Dollar Goes.....	19
The Selection of School Lockers..... <i>W. E. Long</i>	20
What Is a "Common School"?..... <i>Clarence E. Ackley</i>	22
An Analysis of the Basic Reasons for the Recent Emphasis on Guidance..... <i>John P. Treacy</i>	25
Some Practical Suggestions for WPA Work in Public Schools..... <i>H. H. Linn</i>	27
Some Duties of a School-Board Member..... <i>Ralph W. Norman</i>	30
The Board of Education and Its Architect..... <i>Don L. Essex</i>	31
The Qualifications of a School-Board Member..... <i>Leo Wyman</i>	32
The Claymont Public School (Claymont, Delaware)..... <i>H. E. Stahl</i>	33
The Santa Monica School Reconstruction Program..... <i>Laura Grace Crawford</i>	36
Elementary School, Dallas, Oregon.....	37
The Grant Junior High School, Syracuse, New York.....	39
New Doctrine for Monroe—XV..... <i>Brooke W. Hills</i>	41
Teachers' Credit Unions in California..... <i>Martha McMillin</i>	46
The American Association of School Administrators.....	48
Recent School Law Decisions..... <i>Patrick J. Smith</i>	56
The Reorganization of Schools at Parsons, Kansas..... <i>Rees H. Hughes</i>	64

EDITORIALS:

What Constitutes the Financial Credit of School Districts?.....	44
Unpromising Board-of-Education Members.....	44
Insuring the Lives of School Children.....	44
Public and Private Interests of School-Board Members.....	45
Tightening the Rules on Tuition Fees.....	45
The Passing of a Great School Architect.....	45
School Law.....	56
School Finance and Taxation.....	60
School-Building News.....	60
School Administration Notes.....	64
Personal News of Superintendents.....	67
Personal News of School Officials.....	68
Book News.....	70
After the Meeting.....	82
Buyers' News.....	82

A Publication Begun 45 Years Ago

In the month of March, 1891, the AMERICAN SCHOOL BOARD JOURNAL made its first appearance. The idea of a publication devoted exclusively to the administrative phases of a school system was then new and grew out of the thought that members of boards of education ought to be informed on what other boards were doing. New approaches and new conceptions, the editor felt, would be illuminating; new ideas and new solutions of problems would be instructive.

During the forty-five years of its existence, the JOURNAL not only has published with great thoroughness the doings of boards of education in the United States, but also has brought to the service of the school public the best thought and the newest conceptions on the subject of school administration. Thousands of articles have appeared in its columns, contributed by the best minds in the field of popular education. Stated in another way, the JOURNAL not only has assembled and projected current discussions of school administrative problems, but also focused attention to the most acceptable, feasible, and attainable solutions of these problems.

Since the early nineties there has been a vast momentum and upswing in school administrative service. Many refinements in state and local structure have been made. The cumbersome school board of large membership has become a thing of the past; representation at large has taken the place of ward or district representation; the true function of the superintendent as chief executive of the school system has been defined; and the relations between the board and the professional factors have become clarified. At the end of forty-five years the board of education is more than ever the effective democratic agency of the state through which education is carried on, its policies and its program determined, its funds secured and spent, and its practical ideals realized.

The past forty-five years have been a time of great achievements in school administration — achievements in better organization, more efficient supervision, more economical business administration, finer schoolhousing. The SCHOOL BOARD JOURNAL has been privileged to record and reflect this progress and, it is hoped, to make some direct contributions to its realization.

WILLIAM GEORGE BRUCE,
Founder and Editor

Copyright, 1936, by the Bruce Publishing Company. All rights reserved. Title registered as Trade Mark in the United States Patent Office. Entered as Second Class Mail Matter in the Post Office at Milwaukee under Act of Congress of March 3, 1879.

Subscriptions—In the United States and possessions, \$3.00 per year. In Canada, \$3.50. In foreign countries, \$4.00. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 35 cents.

Discontinuance—Notice of discontinuance of subscription must reach the Publication Office in Milwaukee, at least fifteen days before date of expiration. Notices of changes of address should

invariably include the old as well as the new address. Complaints of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.

Editorial Material—Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the Education Index, Member, Audit Bureau of Circulation and Associated Business Papers.

IN UNIVERSITY OF WASHINGTON LIBRARY

ABSOLUTE QUIET

*.... thanks to
Armstrong's
CORK TILE FLOORS*

DISTRACTING noises can't annoy students in the University of Washington's new library—thanks to sound-absorbing floors and ceilings by Armstrong. In the beautiful Pacific-Northwest Room, attractive resilient floors of Armstrong's Cork Tile hush scuffing feet. In the Science Room, another floor of Cork Tile and a ceiling of Armstrong's Cork-oustic muffle the noise of scraping chairs and the hum of conversation. In the stacks, durable but inexpensive floors of Armstrong's Accotile retain their freshness and beauty under constant traffic.

For school service, Armstrong offers the *only* complete line of resilient floors—Linotile, Accotile, Cork Tile, Rubber Tile, and Linoleum. Each of these floors is colorful, durable, quiet, and inexpensive to maintain. But each has individual advantages for certain applications; and because Armstrong alone is in a position to give an un-



LEFT—Science Stack Room, University of Washington Library. Floor is Armstrong's Accotile in Ivory Marble.

ABOVE—In the Pacific-Northwest History Room in the University of Washington Library, an attractive floor of Armstrong's Cork Tile insures freedom from noise. Architects: Bebb and Gould.



LEFT—University of Washington, Science Room. Perfect quiet is assured by the installation of an Armstrong's Cork Tile Floor and a ceiling of Armstrong's Cork-oustic.

biased suggestion on the best type for your particular needs, you are sure of the highest possible return on your floor investment when you choose the resilient floor that Armstrong recommends.

Consult your architect now—or write for "Armstrong's Resilient Tile Portfolio." Armstrong Cork Products Co., Building Materials Division, 1212 State Street, Lancaster, Penna.



Armstrong's Resilient Tiles

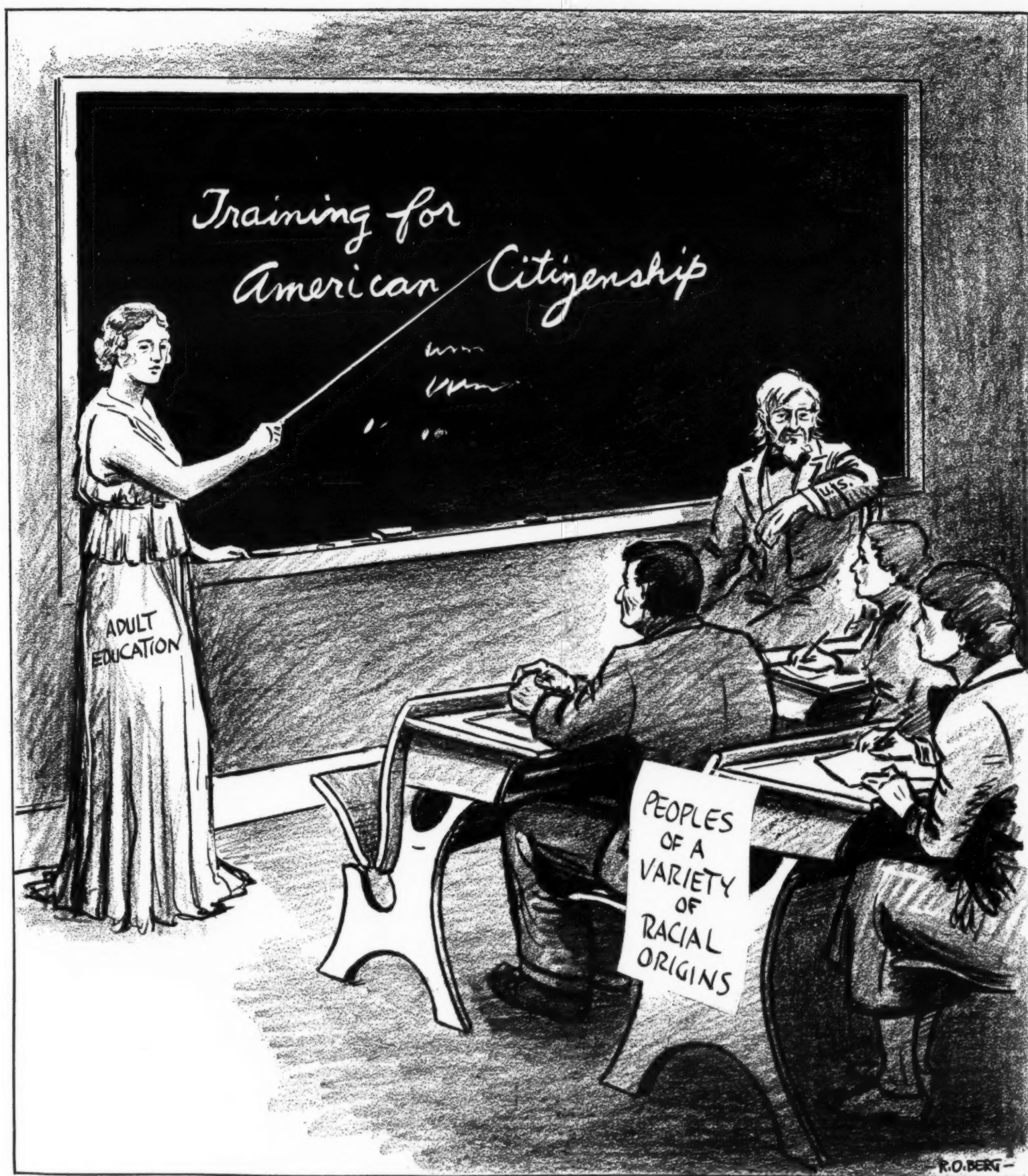
LINOTILE ~ ACCOTILE ~ CORK TILE ~ RUBBER TILE

THE AMERICAN School Board Journal

Volume 92, No. 3

MARCH, 1936

Subscription, \$3.00 the Year



THE BEST SAFEGUARD AGAINST "ISMS"

The School Board and the Superintendent¹

E. W. Moebner²

Someone has said that schools exist for the purpose of advancing the moral and cultural welfare of all the children of all the people within their respective districts. Certainly, they do not exist for the purpose of furnishing employment for friends and relatives of board members. Neither do they exist as an outlet for the sale of supplies by local merchants nor as an instrumentality for the advancement of the selfish interests of 22-caliber politicians.

In any consideration of school problems, one thing, and one thing only, justifies our judgment, and that is the welfare of the child. Any other considerations in conflict therewith are foreign, utterly, and their very existence must stamp the man or woman who holds them, be he or she teacher, superintendent or board member, as entirely unfit, utterly unsuited for the position which he occupies.

With this basic purpose in view, what, then, has a superintendent a right to expect of his board? Like that of any other well-organized and efficient business enterprise, from a railway system to a small-town bank, the operation of a school system would seem logically to divide itself into two major fields, that is, the determination of broad, general policies and the administration of those policies by a selected expert; the one the function of the board and the other that of the superintendent.

The Superintendent's Function and Powers

First, then, I would say that a superintendent has a right to expect the members of his board to recognize and respect this fundamental division of powers and functions. Lacking this, uncertainty, confusion and conflict will be the inevitable result and the primary object or purpose, the advancement of the child, will suffer accordingly and in direct proportion to the lack of that understanding.

The board is, of course, responsible to the public for the selection of an efficient and competent executive to carry out the general policies formulated by it. He is *their* superintendent. If he fails, they have failed. Second, then, he is entitled to the confidence of his board and, should the time come when he no longer enjoys that confidence, he has a right to expect that he will be frankly advised of that fact and the reasons for it.

Third, he has a right to expect recognition from his board as a member of a "profession," as one especially trained and qualified in the field of education; recognition, as has been said, of the fact that the building of good citizens is a somewhat more subtle process than the building of a structure of brick and mortar. It has been facetiously said, "An old maid can best advise you how to raise your baby." Too often, I'm afraid, this might be paraphrased to apply to school-board members and the executive field of school work. Although his expectations may not be fully realized, a superintendent certainly has the right to expect that his board members will recognize their own technical limitations.

It will indeed "make a vast difference to him and to the school whether his board holds to the opinion that it was elected to 'run the schools' or that its proper function is to see 'that the schools are properly run.'" If school boards generally would but recognize this policy of noninterference in purely executive

matters, I'm sure the efficiency of many of our schools would be increased immeasurably.

Not only has a superintendent a right to expect that there will be no interference by the board in his purely executive field, he is entitled to expect wholehearted and active support. A state of "armed neutrality," as it were, is not sufficient. He is entitled to more than that. We should not forget that the determination of matters of policy fall within the scope of our jurisdiction and that policies, once adopted, are our policies for which we alone are responsible. We should first fully understand and then actively support and, if matters of administration come into question, we should not forget that the proper forum for a discussion of that subject is the board meeting and not the street corner.

Rights of Superintendent and Teachers

Again, I would say that a superintendent has a right to expect that he and his teachers will be reasonably well paid for their services and that the board will adopt and follow a fair and sensible policy with regard to salary increases based on service and of promotions. In this, as in any other field, we get, in the long run, about what we pay for. The things we get for little or nothing are usually worth just about that. Although we hear a great deal about the expense of our schools, we actually spend but about one per cent of our wealth in their maintenance, and what more important function does the state perform than the building of her future citizens? Our annual chewing-gum and soft-drink bill alone exceeds by more than a million dollars the total school budgets of the nation. It has been truly said "No school board can, by any economic legerdemain, bring about any appreciable saving in taxes, but they can, by a penurious and short-sighted reduction in their budget, be compelled to employ incompetent leadership and unskilled and uninspiring teachers, thereby wasting the limited time and the unlimited energy of childhood, leaving aspirations and ambitions unawakened and a community and state pauperized in spirit."

I have referred to the superintendent and "his teachers." I use those words advisedly. They should be "his teachers." Subject, of course, to final confirmation by the board, he and he alone should be responsible for their selection and efficiency. That is a responsibility which any real schoolman will gladly assume. Given that responsibility and the co-operation of his board, it's up to him and, if he fails, that too is his responsibility. Division of authority spells division of responsibility, something which will fail to give results in a school system just as surely as in any army or in any private enterprise employing two or more people.

A teacher chosen by a divided board is un-

THE TEACHERS

Not politics, not finance, not machinery, not commerce, but education in the large and deep sense of the word, is the first and highest concern of a free people; and the truest patriots are not party leaders nor captains of industry, nor inventors, but teachers—the men and women who live and labor to make themselves and all who are brought under their influence wiser, holier, and happier. This is the noblest work. This is honor, worth, and blessedness. And these lead life to sovereign power.—A. J. Breen.

der a distinct handicap from the start. Lack of confidence of a part of the board is soon communicated to the patrons, and the career of a teacher under such circumstances, competent though she may be, is very apt to be brief and far from satisfactory. Teachers, too, will look for advice and support in professional matters to those responsible for their appointment and I am sure we all realize that the board member qualified to give such advice is indeed rare.

Heeding Professional Counsel

As I have stated, my experience as a board member has been limited—very limited—and I certainly do not set myself up before you as an authority on school matters. However, from that experience and from my personal observation, I am firmly convinced that no one thing contributes more directly to the inefficiency and lack of *esprit de corps* in many schools than the unfortunate tendency of some boards to consider too lightly or disregard entirely the recommendations of their superintendent in the selection of teachers.

Why is it that careful and prudent business and professional men, men who give such grave thought to the selection of a doctor to care for the physical needs of their children, of an architect to plan and supervise the building of their homes, of an attorney to advise them in legal matters, once elected to a school board, are so prone to disregard the advice of their professionally trained executive in the selection of his assistants?

In my opinion, it is due, usually, to a lack of understanding on the part of the individual board member. He assumes that he was elected to "run the schools" and fails to recognize and respect the fundamental division of powers and functions which exists between the executive and policy-forming department of the educational enterprise of which he is a part. That, too, is something which, I suppose, a superintendent "has a right to expect." If he is patient and tactful, he may overcome it.

Publicity vs. Private Interests

Then there is that individual, rare I hope, who allows himself to be influenced by considerations of business advantage, family relationships, friendship, church, social and political affiliations. I will not dwell on that subject except to say that, in my opinion, any man who would prostitute the welfare of his neighbors' children on the ground of business, social, or political expediency is and should be beneath the contempt of every right-thinking person. He is no more suitable to discharge his sacred trust than would a John Dillinger to act as custodian of the United States mint, and his fellow board members should not hesitate to expose him to the public scorn and reproach which he so rightly deserves.

To summarize briefly, let us say that a superintendent is entitled to expect from his board an enlightened recognition of the principle of division of powers and functions and all that it implies; a sensible financial policy; noninterference with the purely administrative and technical phases of the work, sincerity, co-operation, frankness, and the avoidance of all considerations other than the welfare of the pupil. Let us, as members of the board, remember always that we are the responsible representatives of the public, elected, not to manage the schools but to see that proper management is available; that we are responsible to the electorate and our chosen executives responsible to us.

¹This address was read at the recent annual meeting of the Nebraska School Boards and Executives, January 28 and 29, 1936.

²Member, Board of Education, Loup City, Nebraska.

The Development of the Six-Year Secondary School

Leslie O. Taylor*

How the Problem Arose

"The preparatory period for college students in America is continually advancing. For Harvard in 1869, the average age of entering students was 15, while today (1892) it is 18. This increase in age at entrance to college has not occurred in France although scholarship there is not being sacrificed. Either French youths are more intelligent than American youths or the French school system is more efficient than the American system." Such was the challenge made to American educators by President Charles W. Eliot of Harvard in two remarkable addresses before the National Education Association in 1888 and again in 1892.¹

All available evidence indicated that American youth were not less intelligent than French youth. One obvious difference between the French school system and that of the American was the admission of French pupils to the secondary school at about the age of 12 or two years earlier than in America. Consequently, the attention of educators was centered upon grades seven and eight of the American elementary school. A close examination revealed that much content of relatively little value was being taught, reviews of material previously taught were occupying such time, a very minimum of new material was being presented, and little intellectual stimulation was occurring. This scrutiny resulted in a conviction on the part of many educators that the American elementary school can perform its important work of assisting pupils to acquire the tools of learning by the age of 12 or that six years should be given to elementary education and six years should be given to secondary education.

"It is impossible to make a satisfactory secondary-school program limited to a period of four years and founded on the present elementary-school subjects and methods" was the pronouncement of the Committee of Ten in 1895.² "We favor a unified six-year high-school course of study beginning with the seventh grade" reported the Committee on College Entrance Requirements in 1899.³ The six-year high-school idea had clearly emerged in professional consciousness but it had yet to be tried in practice.

The child-study movement under the leadership of G. Stanley Hall helped to crystallize the six-year high-school idea in professional consciousness. Hall, through questionnaire procedure, seemed to furnish a scientific basis for the widely saltatory theory of adolescence, or the point of view that a decided change appears rather suddenly in the child at about the age of 12 or shortly thereafter which definitely differentiates childhood or preadolescence from youth or adolescence. Consequently, the elementary school which is the school of childhood should comprise grades 1 to 6, while the secondary school, which is the school of youth, should comprise grades 7 to 12. Hall and his followers believed and taught that the methods of teaching and discipline most effective with pupils in childhood were harmful to youth if carried over beyond the age of 12 into the period of adolescence.⁴

Six-Year High School and Reorganized High-School Movement

In 1903, Supt. Greenwood⁵ described before the National Education Association an experiment with a seven-grade elementary school at Kansas City, Missouri. It was pointed out that on the basis of the entire enrollment, the high school at Kansas City, Missouri, enrolled 12.5 per cent in comparison to an average of 6 per cent for other midwestern cities, and proof was offered to show that these pupils were just as successful in high school and college as those of cities with the eight-grade elementary school. After a decade of clarifying debate (1890-1900) this was the kind of evidence needed to carry the movement for a six-year high school beyond the stages of discussion. The dissatisfaction with the 8-4 type of organization had been fertile in producing many proposals for reorganization that had now narrowed to a proposal favorable to the six-year high school, either to include grades 7 to 12 or to include the achievements of grades 7 to 14 in a six-year period. During the decade 1900-1910, several communities, notably the University of Chicago, Lead in South Dakota, Joliet in Illinois, and Goshen in Indiana, began experimenting with a school organization more or less in accord with the proposed six-year high school. The movement was passing out of a stage of heated discussion and into a period of experimentation and testing.

At the series of conferences on secondary education held at the University of Chicago and participated in by William Rainey Harper, John Dewey, and Charles H. Judd, and other notables of the period, the proposals for a six-year high school were examined, analyzed, and evaluated.⁶ A quotation from David Starr Jordan summarized briefly the results of these conferences. Said Jordan, "There is no inherent reason why the high-school period should be one of four years. The length of the period should fit the demands. There should be no strongly marked dividing line at either end of it."

By 1905, it had become evident that a mere rearrangement of grades would not compensate for all of the defects of the public-school system. The Committee of 21, comprising seven representatives from the elementary, seven from the high school, and seven from the col-

only be answered by further experimentation. These six questions were:⁷

1. Is the present policy of differentiation between the elementary school and the high school desirable or should there be unification in methods of organization?

2. Should the elementary school correspond to the period of childhood, i.e., include six grades instead of eight?

3. Should the high school correspond to the period of youth, i.e., ages 13 to 18 or be a six-year rather than a four-year school?

4. What revision of curriculum and methods in elementary and high school will contribute to economy of time and efficiency of work?

5. Would a lengthened school year result in economy?

6. Should the high school include the first and second year of college work?

As can be seen from an examination of the proposed questions, this was an attempt to come to grips with the problem of the six-year high school as a practical institution. With this committee it is not a question of artificially sliding up and down the scale divisions of the curriculum that had been so evident in the report of the Committee of Ten a decade ago.

An event contemporary with the high-school conferences sponsored by the University of Chicago of far-reaching consequence to the development of the six-year high-school movement was the appointment of a committee by the National Council of Education of the National Education Association with President Baker of the University of Colorado as chairman to make an inquiry into "the contemporary judgment as to the culture element in education and the time that should be devoted to the combined school and college course." Largely through questionnaire procedure this committee revealed that leading educators throughout the United States believed that there was great waste in elementary education and that the time given to it should be shortened and that the length of the high-school period should be lengthened to include all pupils between the ages of 12 and 18.⁸ This committee led to another Economy on Time Committee that later projected the studies on economy of time in education and minimal essentials in elementary education and foreshadowed the Commission on the Reorganization of Secondary Education.

TABLE I. Frequency of appearance of statements in *School Review*, *Elementary School Journal*, and *Addresses and Proceedings of the National Education Association* from 1890 to 1910 recommending or disapproving the downward extension of the high school to include grades seven and eight.

Statement	Proceedings N. E. A.		School Review		Elementary School Journal	
	For	Against	For	Against	For	Against
1. Reduce elementary school to six years and increase high school to six years.....	6	1	11	..	3	..
2. Better articulation between segments of the school system.....	5	..	12	..	2	1
3. Provides a course of study adjusted to pupil needs....	16	..	32	1	5	1
4. Begin secondary education of adolescence.....	2	..	4	..	2	1
5. Shorten time to prepare for college.....	3	..	5	..	4	..
6. Retain pupils in school longer.....	..	..	5	..	1	1
7. Provides specialized teachers.....	2	..	6	..	1	..
8. Lessens per pupil cost.....	1	..	..	..	..	..
9. Provides better equipment in grades seven and eight..	..	..	1	..	..	..
Total.....	35	1	76	1	18	4

lege, which had been appointed by President Harper of Chicago could agree only upon one proposition that the school should provide for economy of time of the pupil. But the committee did agree upon six questions that could

Throughout the two decades (1890-1910), as is shown by Table I, the idea most frequently mentioned and upon which the six-year high school is predicated was a better adjustment of the course of study to pupil needs. As the

*Assistant Professor of Education at the Municipal University of Omaha; formerly, State Supervisor of High Schools of West Virginia.

¹Eliot, Charles W., *Educational Reform*, Chaps. VII and XI.

²Report of the Committee of Ten, p. 45.

³N. E. A. *Addresses and Proceedings*, 1899, pp. 625-817.

⁴Hall, G. Stanley, *Adolescence*, Vols. I and III.

⁵N. E. A. *Addresses and Proceedings*, 1903, pp. 247-263.

⁶*School Review*, Vols. XI, XII, and XIII.

⁷*School Review*, Vol. XIII, pp. 23-25.

⁸*Bureau of Education Bulletin*, No. 38 (1913).

six-year high school began to take form and to be tried out other complimentary ideas, such as articulation, retention, specialized teachers, and economy, came into prominence. This early experimentation revealed the incompleteness of some of the early concepts about the six-year high school; for example, it was found that merely offering in grade 7 subject matter formerly offered in grade 9 was successful with only a small number of pupils and consequently was not in itself an entirely satisfactory solution of the problem. As the concept of the six-year high school began to emerge clearly into professional consciousness, there was still one doubt that prevented it from being widely accepted by large numbers of schoolmen; there was still a doubt in the minds of many schoolmen whether the average pupil could acquire the essentials of the elementary grades in grades 1-6, and these schoolmen desired objective proof before being convinced—a proof that was shortly forthcoming.

Six-Year High School Becomes Distinctive School Type

Up to 1910 the term six-year high school was synonymous to the term of more recent coinage "the reorganized high school." Through continued experimentation, discussion, and labors of special committees and individual educators the six-year high school became redefined, emerging in 1919 with an entirely new connotation.

As the curtain lifts upon the scene in 1910, an excerpt from an article in the *School Review* on "Education Progress in 1909," by James Downey of the Boston High School of Commerce, indicates that the change has already begun to take place. Says Downey, "In New York the so-called six-and-six plan, dividing the ordinary twelve-year course between primary and secondary school has growing support. Columbus, Ohio, and Berkeley, California, starting with a similar division, proceed to subdivide the secondary school into an intermediate or junior high school for the first three years and a superior high school for the last three. The latter plan seems to give greater promise of flexibility than the 'six-and-six' because of the centrifugal tendency of the elective system which splits classes into fragments so speedily as to be practically incompatible with a six-year course in the same school. Freedom of electives anywhere makes for short courses and diversified institutions."⁹

During the period from 1910 to 1918 the term six-year high school was commonly employed to denote the developing separate junior and senior high schools as well as the unified six-year high school. By 1918 the term "six-year high school" connoted a unified high school comprising grades 7 to 12, while the term "junior high school" implied the organization of grades 7 to 9 into a distinct school with a separate faculty and usually a separate building. A few examples are being cited to illustrate this tendency to use the terms "junior high school" and "six-year high school" interchangeably. George Wheeler, associate superintendent of schools of Philadelphia, selected the title "The Six-Year High: An Argument for the Junior High School" for an article appearing in the *School Review* (1913). In an editorial in *The School Review* (1914) the term "six-six plan" is used though the 6-3-3 type organization is clearly implied. Although by 1918 most reputable professional magazines are employing the terms "six-year high school" and "junior high school" to denote different types of secondary-school organization, according to Jones of the University of Pennsylvania,

many schoolmen still think the "six-year high school" the same as "the junior high school."

A gradual differentiation in characteristics as between the six-year and the junior high school evolved with the gradually altering connotations in the terms.

In summary, these differentiations were as follows:

First. The six-year high school for the small community and the separate junior and senior high school for the large community are the most frequently mentioned differentiating characteristics. The larger enrollment in the six-year high school will justify in the small community a separate building and such added facilities as machine shop, home economics, commerce, woodworking, etc., where economy would prohibit the providing of separate plants for the junior and senior high schools. Harry M. Shafer, assistant superintendent of Los Angeles schools (1920) says, "The six-year high school is the best solution so far obtained to meet the situation in a rural community or in the small town surrounded by tributary territory."¹⁰

Second. Through the studies of Thorndike, Inglis, and others, adolescence began to be thought of as a gradual rather than a sharply differentiated development. Consequently, the junior high school for ages 12 to 15 and the senior high school for ages 15 to 18 is better adapted than the six-year high school (ages 12 to 18) to the nature of the child at adolescence though the six-year school is better adapted to the pupil of ages 13 or 14 than grades 7 and 8 of the traditional elementary school.

Third. Regardless of the size of the community, James M. Glass of Rollins College maintains that "the virtue of the 6-3-3 is in a natural preservation of the basic distinction between the junior and senior high school (try-out and exploratory for grades 7 to 9; general specialization for grades 10 to 12), while the strength of the six-year high school is in the natural articulation of its junior- and senior-high-school work."¹¹

In the meantime, the Department of Superintendence in 1911 had authorized upon invitation a committee to investigate the problem of the "economy of time in education." After preliminary reports in 1912 and 1913, the committee succeeded in projecting a series of studies to determine the minimal essentials in each of the elementary-school subjects. Although skeptical of the thesis that it was either necessary or desirable to shorten the period of elementary education, the committee was in agreement with the Committee of the National Council of Education that "there is great waste in elementary education and that either the period should be shortened or that more should be accomplished in the time allotted." As the investigation progressed, however, the reports on reading, arithmetic, spelling, and handwriting—the four basic tool subjects of the elementary school—revealed the possibility of the mastery of the minimal essentials in the grades 1 to 6 and accordingly corroborated in a forceful manner the possibility as well as the desirability of shortening the elementary school to six years.¹² Thus one of the most stubborn objections to the six-year high school and to the reorganized movement in secondary education was definitely removed.

The Commission on the Reorganization of Secondary Education created by the Board of Directors of the National Education Association in 1913 and comprising the existing Com-

mittee on the Articulation of High School and College, the subcommittees of the various subject-matter fields of the high school, and a reviewing committee complemented on the secondary-school level the work which was briefly outlined in the preceding paragraph being done by the Committee on Economy of Time in Public Education. The reports and activities of this commission emphatically emphasized the necessity for six years in secondary education to meet the needs of all normal individuals between the ages of 12 and 18 though their strong support of a division into a junior and senior section tended for a time to overshadow and retard the development of a unified six-year high school in the small community. The activities of these two committees made many of the old objections to the reorganized secondary school seem absurd, removed all doubts about the fundamental soundness of the reorganized secondary school, and provided the impetus for an unparalleled growth of the junior high school in both the large and the small community. By 1919, however, it began to be evident that due to limited enrollment in grades 7 and 9, the absence of concentrated wealth, a small teaching staff which is *a priori* an unspecialized teaching staff, a necessarily meager curriculum, and limited physical facilities, the organization of junior high schools in the small community is economically impractical and would not realize the underlying purposes of the junior high school. Consequently, the feasibility of the unified six-year high school comprising grades 7 to 12 as a practical means through which the small community could realize the purposes of the junior high school was again seriously considered.

The Unified Six-Year High School

Applying the technique devised by Koos¹³ in his study of the junior high school, the writer made a careful search of the educational literature since 1920 to determine the functions and features peculiar to the six-year secondary school.¹⁴ Tables II and III are the result of an attempt to reduce this research to a concise summary and present it in an understandable form. This summary designated twelve distinct functions and thirteen distinct features as peculiar to the six-year secondary school. Measured by the frequency of appearance in educational literature such functions as "articulating or providing continuity in the entire secondary-school program" and "effecting financial economy."

Due to the small number of pupils available for instruction and to the limited taxable wealth, both of which tend to result in small unspecialized instructional staffs and a meager program of studies, the small community faces some very difficult educational problems to which it must find a solution in providing an efficient secondary school. The separate junior and senior high school dividing an already small enrollment and a small unspecialized staff into two parts and the traditional four-year high school which includes only two thirds of the enrollment and two thirds of the instructional staff available to a six-year high school at no additional cost aggravate the problem rather than aid in its solution.

During the decade and a half since 1920, schoolmen of the small community have sought to make such essential modifications as to better adapt the type of organization of secondary education to the needs and demands of the small community. The unified six-year

⁹N. E. A. Addresses and Proceedings, 1920, pp. 221-230.

¹¹N. E. A. Addresses and Proceedings, 1928, pp. 638-646.

¹²The 14th Yearbook of the National Society for the Study of Education, part 1.

¹³Junior High School (1927).

¹⁴Taylor, Leslie O., Possibilities and Limitations of the Six-Year High as a Type of Secondary School Organization for the Small Community, Ph.D. Thesis, University of Minnesota, 1932.

high school comprising grades 7 to 12 with the twelve peculiar functions designated in Table II and the thirteen peculiar features indicated in Table III and upon which the effective performance of the twelve peculiar functions is dependent is the product of this persistent effort.

Since development in the field of technology and the depression have robbed the vast majority of young men and women of high-school age of all opportunity for any type of employment and have made attendance at high school to nearly all youth more attractive as the best available way of using one's time until an employable age is reached, such functions as "retention of pupils," and "economy of time" are very infrequently mentioned in the literature of education during the last two or three years, while such functions as "providing conditions for better teaching," "improving the disciplinary situation and social opportunities," "securing better teaching," and "realizing a democratic school system through exploration and guidance" are much more prominent.

TABLE II. The frequency of appearance of functions peculiar to the six-year high school proposed in statements in the literature of education (1920-35).

Peculiar Functions	Statements	
	Number	Per Cent
1. Articulating or providing continuity in the entire secondary school program	19	76
2. Realizing a democratic school system through		
a) Retention of pupils	8	32
b) Economy of time	7	28
c) Recognition of individual differences	5	20
d) Exploration and guidance	6	24
e) Beginnings of vocational guidance	4	16
3. Effecting financial economy	7	28
4. Providing the conditions for better teaching	7	28
5. Improving the disciplinary situation and social opportunities	7	28
6. Effecting consolidation of schools	5	20
7. Securing better scholarship	4	16
8. Relieving the building situation	4	16
9. Normalizing the size of classes	3	12
10. Providing conditions for the development of large group consciousness	3	12
11. Recognizing the nature of the child at adolescence	2	8
12. Hastening reform in grades below	1	4

TABLE III. The frequency of appearance of features peculiar to the six-year high school proposed in the literature of education (1920-35).

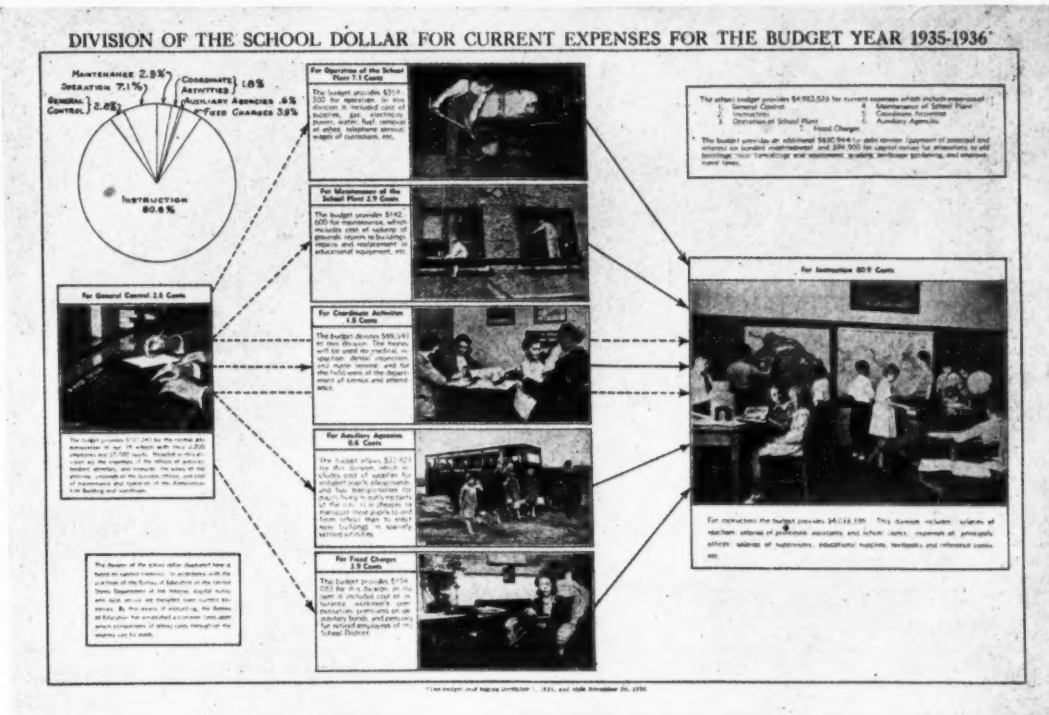
Peculiar Features	Statements	
	Number	Per Cent
1. Grades included	28	100
2. Limited enrollment in grades 7 to 12	24	86
3. Program of studies	17	61
4. Instructional staff	15	54
5. Departmentalization	8	29
6. Social organization	7	25
7. Methods	6	21
8. Advisory system	6	21
9. Equipment	5	18
10. Housing	5	18
11. Plan of promotion	3	14
12. The lengthened recitation period	3	14
13. Admission requirements	1	4

The Growth and Spread of the Six-Year Secondary School

The growth and spread of the six-year secondary has been so rapid that although recognized probably for the first time by Indiana in 1919, by 1930, fully 57 per cent of all reorganized schools were either undivided six-year or junior-senior high schools, and the six-year secondary school was to be found in every state of the United States with the exception of Georgia and Louisiana. The growth of the six-year secondary school as shown by the Biennial Survey of Education¹⁵ and the

WHERE THE DENVER SCHOOL TAX DOLLAR GOES

The citizens of Denver received the above graphic representation of the 1936 school budget for which the board of education asked a total of \$5,908,367 to be raised by a levy of 14.6 mills. The budget represents an increase of \$593,369 over 1935, but the sum will be realized from improved tax collections. A good proportion of the increase will be used to restore salary pensions and cuts, and to purchase needed supplies and furniture.



National Survey of Secondary Education¹⁶ is as follows:

	1922	1924	1926	1927	1930
Junior-senior	1088	1381	1407	1486	1573
Undivided	105	596	1201	1606	
	1088	1486	2603	2687	3179

The spread of the six-year secondary school has been largely to the small school systems. For 71 per cent of all six-year secondary schools are located in communities with a population of 2,500 or less and only 3 per cent are found in communities of 30,000 or over. Also, although 57 per cent of all reorganized secondary schools are six-year schools, only about one third of the total reorganized school enrollment is found in them.

A map of the United States depicting a comparison of the enrollment of the six-year secondary school with the total enrollment in all types of secondary schools and the number of six-year secondary schools with the total number of high schools would show that the aggregate enrollment of all six-year secondary schools is greater than 50 per cent of the total enrollment in all types of secondary schools in Rhode Island, Alabama, and Arkansas and equals or exceeds 25 per cent of the total enrollment for all types of secondary schools in Delaware, Pennsylvania, Florida, Kentucky, Mississippi, West Virginia, Indiana, Iowa, Michigan, North Dakota, Ohio, Oklahoma, California, and Wyoming: more than one half of the secondary schools of Vermont, Alabama, and Arkansas, and more than one fourth of all of the secondary schools of Delaware, Florida, West Virginia, Indiana, Michigan, and Colorado are six-year secondary schools.

What of the Future?

Statistical reports for the period 1922-30 reveal two clearly marked trends in the reorganization movement, a trend toward the separate junior and senior high school in the large communities and a trend toward the undivided six-year and the junior-senior high school or the six-year secondary school in the small community. According to the studies analyzed, by and large, the instruction in the six-year secondary school to a greater extent than in the four-year high school tends to be

better adapted to the needs of all high-school pupils. In general, it appears that the adaptation of more effective practices is made easier by the six-year organization.

The period 1930-35 for which statistical data are not available has been one of trial and test for the high school of the small community. During this period, a considerable group of influential citizens has been disclosed as opposed to the democratic high school; a much larger group has been revealed as sincerely skeptical of the value of the outcomes of the high school; and many schoolmen of good repute have been shown to be badly confused, opportunists, men without vision or insight. Since 1930, there has emerged into professional and lay consciousness a need for greater emphasis upon a synthesis or integration of all the activities of the secondary school. There is unity in life and experience, and the secondary school needs to assist its pupils to experience this unity or oneness in all of its activities. There has become evident also a need for a greater emphasis upon a saner and more profitable use of the leisure time that technology has so recently bequeathed to all of us, especially in the United States. The secondary school needs to assist its pupils to acquire more wholesome attitudes for a more profitable and healthful use of leisure time.

Since a major attribute of the unified six-year high school as an administrative unit is to unify, synthesize, integrate, and articulate all of the activities of the secondary school and since the larger instructional staff makes feasible a greater emphasis upon leisure-time activities, especially through a more effective extra-curricular activity program, the trend for the six-year secondary school to spread to the small communities should continue unabated. An especially fertile field for the spread of this movement during the next four decades should be such states as North and South Dakota, Missouri, Nebraska, Kansas, Minnesota, Oregon, Idaho, and Oklahoma, where the small rural high school predominates and the development of the six-year high school has only just begun. Yet its effectiveness must continue to rest upon persistent experimentation and study of the facilities of the small community

¹⁵Office of Education, Bulletin 1931, No. 20, Chap. VI.

¹⁶Office of Education, Bulletin 1932, No. 17, Monograph V.

The Selection of School Lockers

W. E. Long¹

Many of us can remember when the only provision for storing pupils' hats and coats was a row of hooks in the school hall. Then came the cloakroom, the wooden locker, and finally—in the late nineties—the first steel locker. Since that time, properly designed and built steel lockers have become as indispensable a part of school-building equipment as desks, blackboards, and laboratory equipment. In many school buildings the recessed lockers are an actual part of the buildings themselves.

When the preliminary plans for a new secondary-school building, for a college, and in some cases for a grade-school building are discussed, the storage of pupils' clothing is an inevitable problem. Under present techniques of organization and management the lockers provide the only satisfactory and economical solution of the problem. As a rule, the question resolves itself into a matter of determin-



TWO-PERSON LOCKERS IN THE HARVARD UNIVERSITY GYMNASIUM, CAMBRIDGE, MASSACHUSETTS
This splendid type of locker, while costing somewhat more than the double-tier locker, provides great economy of floor space. It is convenient for full-length storage of garments.

ing the kind and number of lockers and of requiring the architect to provide space for them.

The selection of lockers requires careful analysis if the school system is to receive the maximum benefit from this equipment purchase. It is possible to select a type and size of locker that necessitates the expenditure of too great an amount of the school funds. On the other hand, curtailing this expense to save a few dollars may cause students and faculty to suffer serious inconvenience, and may cause additional expense each year for the life of the building.

The problem of lockers falls into three natural parts: (a) How and where are the lockers to be used? (b) What type of locker is best suited for the purpose? (c) What is to be the quality and finish?

In analyzing the use to which the lockers are to be put, several things must be considered. Are the lockers to be used for long-time occupancy? That is, will they be used throughout the entire day for safely storing students' garments, learning equipment, books, and classwork? Next, is the school located in a warm climate or a cold climate? In other words, will the lockers be required to store light summer wraps, or will the pupils have overcoats and other long garments during a considerable number of winter months?

The Selection of the Proper Type of Locker

Lockers may be divided into the following four classifications. (All other types are merely

variants of sizes, or combinations of two types.)

Single Tier: Single-tier lockers find their greatest use in the corridors of school buildings—usually recessed into the walls. In some school buildings, it is desirable to provide separate rooms in which the lockers are usually placed back to back in rows.

Instructors' rooms are generally equipped with single-tier lockers. These are slightly larger in size than students' lockers to better accommodate the adult belongings of the teachers in the most satisfactory manner.

The most satisfactory dimensions of single-tier lockers recessed into corridor walls, are as follows:

Senior High Schools—12 in. wide, 12 in. deep, 72 in. high.

Junior High Schools—12 in. wide, 12 in. deep, 60 in. high.

In some cases where corridor-wall space is at a premium, it may be found necessary to use one locker for two pupils; that is, equip the locker with two shelves and a dividing partition. In such cases, the following sizes are recommended:

Senior High Schools—15 in. wide, 15 in. deep, 72 in. high.

Junior High Schools—15 in. wide, 15 in. deep, 60 in. high.

In separate locker rooms where single-tier lockers are to be used, the sizes may vary somewhat, depending upon the amount of clothing, supplies, or equipment to be stored.

In some cases, full-length, single-tier lockers are also used in the gymnasium, an arrangement made necessary by the fact that pupils bring their outside wraps to the locker rooms. The use of the gymnasium by adult groups also makes these full-length lockers a necessity. In almost every case, it is desirable to furnish a separate locker room with full-length lockers for visiting athletic teams.



GYM-TYPE LOCKERS IN A SCHOOL AT ROCHESTER, NEW YORK
Nine individual lockers and one full-length clothing locker constitute a unit.

Double Tier: The uses of the double-tier, or half-length lockers may be the same in many cases as those of the single tier. This is particularly true where floor space is restricted, or where sufficient funds cannot be had for the full-length lockers.

Double-tier lockers may serve satisfactorily for general use in corridors and locker rooms in the warmer climates where long overcoats are not worn. But, the use of double-tier lockers in the northern climates is not satisfactory, inasmuch as long coats must be folded or doubled up to get them into the lockers. Then, too, there can be no shelf for the storage of books and miscellaneous personal belongings. These items must be stored on the bottom of the locker. The question "Why not put in a shelf?" must be answered simply that a shelf will not allow sufficient room to hang garments without mak-

ing the lockers too high. This would mean that the average student could not reach the shelf and hooks in an upper-tier locker without standing on a stool or step.

For double-tier, individual lockers, recessed into the walls of corridors, the following sizes are recommended:

Senior High Schools—12 in. wide, 12 in. deep, 36 in. high.

Junior High Schools—12 in. wide, 12 in. deep, 30 in. high.

Double-tier lockers are most widely used in the gymnasium locker rooms. Here full-length garments are very seldom stored, and the garments are stored for a relatively short time.

Gymnasium-Type Lockers: The arrangement and use of the gymnasium-type lockers are not as widely understood as might be. Briefly, this locker will accommodate one person in every 4½ lineal inches of floor space, as against 6 lineal inches for the double-tier locker. It is merely a combination of full-length, single-tier lockers and 20-in. high box lockers. The combination provides an efficient clothes storage system that does not require an attendant's service, or an instructor's supervision.

In operation, one unit consists of one full-length locker and three, six, or nine box-compartments. Each member of a single class is assigned to a small compartment in one of the units. Thus, a class member regularly keeps his gym clothes in the small compartment, using the full-length locker for his street apparel only while attending a gymnasium or swimming-pool class. A single padlock is used by each student and is applied to the locker when the student is in the gymnasium and is transferred to the box between periods. The locker thus serves in turn each of the three or six or nine students who occupy the respective boxes in the unit all the time.

An added advantage of the gymnasium-type lockers over the smaller box lockers or baskets is the fact that the gym clothes may be hung on hooks in the 20-in. high compartments. The box doors are louvred at both top and bottom to assure good ventilation and a thorough airing and drying of the damp gymnasium clothes.

The gymnasium locker unit consists of one single-tier locker 9 in. wide by 12 in. deep by 60 in. high and usually six triple-tier lockers, each 9 in. wide by 12 in. deep by 20 in. high.

Box Lockers: The so-called box lockers are coming into wider use with the completion of practically every new building. These lockers are recessed into the walls of classrooms, laboratories, mechanical-drawing rooms, and are



A TYPICAL INSTALLATION OF BUILT-IN CORRIDOR LOCKERS
These full-length lockers in the Washington Junior High and Jefferson Grade School at Clinton, Iowa, provide a maximum of convenience and security for storing students' garments and work materials.

¹Mr. Long, who is now connected with Lyon Metal Products, Inc., Aurora, Ill., has had long experience in the educational field as instructor, school executive, and equipment engineer.
—Editor.

very often used in gymnasiums where only gym shoes and socks must be stored. It is in classrooms that this type of locker can be utilized to greatest advantage. The mechanical drawing room, where every student wishes to keep his drawing board and his instruments under lock and key is typical of the need for the box locker. With the wide variety of standard sizes available, this type of locker offers practically ideal storage for the students' or, in many cases, the schools' equipment, when not in use. The size to be used must be determined by the equipment or material to be stored.

The box lockers are also of advantage in the industrial-arts department. In the shops they can be recessed in the walls for tools, equipment, hardware, and supplies. Or they may be placed in tiers under workbenches and worktables. In the domestic-arts departments, they offer a safe place for the incomplete sewing projects when not in class, and for pupils' personal belongings while attending class.

Two-Person Lockers: Here is afforded a splendid means of storage that bears careful investigation when floor space is restricted. While this type costs somewhat more than the double-tier locker, it offers full-length storage for the garments of two students in the same floor area ordinarily occupied by a single-tier locker. Like the other types of standard lockers, the two-person locker may be recessed into the walls. It is interesting to note that while the coat compartment is narrow, the spaces above for hats, books, etc., is full width. No lock is necessary on the upper door as the locking is controlled by a simple mechanism on the inside of the full-length door. This locker is used in many gymnasiums, especially in larger schools and colleges.

The two-person locker is made in the one standard height of 72 in., plus 6 in. for legs, if not mounted on a base or recessed. The depth is 15 in. or 18 in., depending on whether or not a coat hanger is to be used. The total width is 15 in., to provide two 7½-in. wide compartments.

Group-Controlled Lockers: Another type of locker that is coming into greater use every day, especially in elementary schools, is the group-controlled locker, which is merely a simple device for controlling the locking of a unit or row of a number of lockers. The unit control eliminates the trouble of lost keys and forgotten combinations which are always dif-



BOX LOCKERS IN THE SEWING ROOM OF THE DALLAS TECHNICAL HIGH SCHOOL, DALLAS, TEXAS
These provide an almost ideal method of storing work in progress.

ficult with small children. In addition, group-controlled lockers have several distinct advantages in the elementary schools. When compared with other accommodations, this type of locker saves building cost due to the minimum wall depth required. It gives each pupil a private compartment, yet permits the teacher to keep all the children's clothing under absolute control. The problem of lost or stolen belongings among the smaller pupils is eliminated and with this the frequent complaints of parents.

Group-controlled lockers can be used efficiently in both classrooms and corridors. The rear wall of the classroom for 40 pupils is ample to accommodate a row of group lockers. It is particularly advantageous when the platoon system is used in elementary schools. Steel lockers only, under proper control, can be used successfully under this system.

Group-controlled lockers for elementary schools are available in two-compartment and three-compartment types. For the lower grades, the two-compartment, 54-in. high locker is recommended. This locker is either 12 or 15 in. deep, 12 or 15 in. wide, and is provided with a center partition to offer full-length storage for coats, and two shelves for hats, books, and other personal belongings. For the intermediate grades, the 60-in., two-compartment locker is recommended. The three-compartment locker

is very similar to the two-compartment locker, except that it has two center partitions, offering three individual coat compartments with three shelves above for hats and personal belongings. The three-compartment locker is built only in the 60-in. height. The 18-in. width is recommended, although a 15-in. width is available. This locker may be had 12 in. or 15 in. deep, depending upon the wall depth available.

The group-controlled locker may be utilized in many classrooms, especially where uniforms or special equipment is used by the class while at work or study. If the students enter the locker room as a group, the lockers can be unlocked as a unit, and after the class period, can be locked again.

The group-locking device can generally be applied to most types of lockers and will be found very satisfactory when an instructor's control is required or desired.

Factors to Consider in the Selection of the Locker Itself

After the types of lockers have been decided upon, it is necessary to examine the various makes offered for purchase. First of all, it is obviously advisable to consider only the products of reputable and well-financed manufacturers. This is essentially important because in later years it may be necessary to replace units, or parts, or to purchase additional equipment to match an installation. There should be no difficulty in selecting a reputable manufacturer, as there are more than a dozen firms in the United States which offer a good product.

First, the locker selected must give service—service under the hard use and abuse that a locker gets every year, and from the many students to which it is assigned. Next is appearance—the locker must harmonize well with the rest of the school furniture and as furniture it must be considered. The finish must be smooth, rich, and attractive—one that will stand up for many years. The design must be symmetrical; it must be free from gadgets and trick appliances that may snag clothing or give mechanical trouble.

Another point is that the locker should be so built that replacements or repairs can be easily made by school mechanics. For instance, if a locker door has been deliberately damaged, or the locking mechanism injured, the construction should be such that the door may be taken off, repaired, and replaced in a manner so that it will continue to function perfectly.

(Concluded on Page 80)



DOUBLE-TIER LOCKERS IN THE PARK PRESIDIO HIGH SCHOOL, SAN FRANCISCO, CALIFORNIA
These are particularly valuable where floor space is restricted and pupils do not wear heavy full-length garments during the winter.

What is a "Common School"?

Clarence E. Ackley¹

In earlier articles of this series the transition from local control of public education to control by the state has been carefully traced. It has been shown that the present conception of the nature and powers of school districts was evolved very slowly. It has also been shown that nearly all of the states now specify in their constitutions that the system of schools established by the state legislature must be general, uniform, and equally open to all. In the present article we shall examine the ever-expanding conception of the term "common school."

As late as 1789, only five of the original thirteen states had set up any constitutional provisions for public schools. These states were Georgia, Massachusetts, New Hampshire, North Carolina, and Pennsylvania. In each of these five states much of the responsibility for the establishment, support, and regulation of the schools was placed on the legislature. The legislatures, in turn, were given emphatic limitations, mapping out certain provisions that must be adhered to: (1) Existing schools and school societies must be aided, or at least encouraged. (2) Tuition, if any, must be "at low cost." (3) The local unit must be permitted to choose its own teachers. (4) The preservation of rights and liberties must be the central purpose of the schools. (5) Through these schools, the legislature must seek to encourage the promotion of intellectual, scientific, moral, social, and agricultural improvement. Georgia, in 1777, had even gone so far as to instruct her legislature to organize free schools, on a county unit plan, supported at the expense of the state, through land grants to the counties asking for them.

With the adoption of the constitution of Connecticut (1818) and of Rhode Island (1842), the last of the colonial charters gave way to constitutions framed by a people free to disregard European authority and traditions, and to create for themselves whatever institutions they regarded most conducive to the promotion and preservation of their welfare. In both of these constitutions a permanent school fund was mentioned, and state support of public education was definitely required.

Scope of the School System

In the early constitutions, the type of schools contemplated was indicated by the terms "public schools," "grammar schools," and "seminaries of learning." Today, as indicated by Table VII, the types of schools specifically mentioned in the constitutions are much more numerous. Of the constitutions now in force, 32 specify that there shall be "public schools"; 30 specify "free schools"; 26 specify "common schools"; 5 specify "seminaries." "Kindergartens" and "technical schools," are each mentioned in 4 constitutions. "Grammar schools" and "high schools" are mentioned in 3 constitutions, and "industrial schools" and "evening schools" are mentioned twice each. "Junior colleges," "commercial schools," "academies," and "preparatory schools," are mentioned once each.

The constitutions of Kansas, Louisiana, and Mississippi define "common schools" by dis-

State	Article (Article and Section of Constitution)	Public Schools	A System of Free Schools	Common Schools	Seminaries	Kindergartens	Technical Schools	High Schools	Grammar Schools	Academies	Industrial Schools	Preparatory Schools	Evening Schools	Commercial Schools	Junior Colleges	Such others as legislature may provide
Ala.	256	x														
Ark.	11:1	x														
Calif.	14:1-4	x	x													
Colo.	9:6,14	x														
Conn.	8:2	x	x													
Del.	10:1	x	x													
Fla.	12:1	x	x													
Ga.	8:1	x	x													
Idaho	9:1	x	x													
Ill.	8:1,2	x	x													
Ind.	8:1,2	x	x													
Iowa	9:1,12	x	x													
Kans.	6:2	x	x													
Ky.	163	x	x													
La.	12:1,2	x	x													
Maine	8:1,2	x	x													
Mass.	5:2, 18	x	x													
Mich.	11:9	x	x													
Miss.	201, 2	x	x													
Mo.	11:8	x	x													
Mont.	11:1	x	x													
Nebr.	7:6,7	x	x													
Nev.	11:2,5	x	x													
N.H.	8:60	x	x													
N.J.	4:7,6	x	x													
N.Mex.	18:1	x	x													
N.Y.	9:1	x	x													
N.C.	9:2	x	x													
N.D.	154	x	x													
Ohio	6:3,4	x	x													
Okl.	13:1	x	x													
Ore.	8:3	x	x													
Pa.	10:1	x	x													
R.I.	12:1	x	x													
S.C.	11:5	x	x													
S.D.	8:1	x	x													
Tenn.	11:12	x	x													
Texas	7:1	x	x													
Utah	10:8	x	x													
Vt.	2:41	x	x													
Wa.	137	x	x													
Wash.	9:2	x	x													
W.Va.	12:1	x	x													
Wis.	10:3,4	x	x													
Wyo.	7:1	x	x													
TOTALS		32	30	26	5	4	4	3	3	1	2	1	2	1	1	7

tinguishing between them and "schools of a higher grade," specifying that the latter shall include normal schools, preparatory schools, collegiate and university departments.

The constitution of Louisiana specifies that "all public schools shall be so co-ordinated as to lead to the standard of higher education."

The North Carolina constitution requires that the university shall "be held to an inseparable connection with the free public-school system."

The constitutions of North Dakota and Wyoming call for a system "beginning with primary and extending through all grades, including the university."

Iowa restricts her definition of common schools to schools teaching "elementary branches of an English education only."

The constitutions of California, Michigan, Nevada, Utah, Virginia, Washington, and Wyoming by making it expressly permissible to establish other schools "approved by law," have left the door wide open for the making of future changes and extensions.

Court Interpretations

The vagueness of the terminology regarding the scope of the public-school system has frequently necessitated litigation for the purpose of determining to what limits the state legislature might go in its program of establishing a system of education.

One of the very early contests before the courts for the purpose of clarifying the scope of a common-school system was the case of *Wright v. Linn*. This case involved the transfer of property donated in 1812, in the State of Pennsylvania, to trustees and their successors for the purpose of erecting a schoolhouse by contributions. The house had been so erected and used for a time as a charity school, but

for the past seventeen years it had not been so used. Finally the trustees, under the provisions of the Pennsylvania constitution of 1838, had transferred the property to the directors of the common school. The wording of the constitutional provision was:

The legislature shall, as soon as conveniently may be, provide, by law, for the establishment of schools throughout the state, in such manner that the poor may be taught gratis.²

The legality of the transfer hinged on the question whether the original donation constituted a "public charity," and, therefore, became a gift for perpetual use as a free school, even though there had been a long period of nonuse. Judge Bell, in delivering the opinion of the court, said:

It is truly said that these neighborhood schools have been favorably known in Pennsylvania, since a period shortly posterior to the arrival of William Penn in the province. The facilities they afford for the education of the young, in rural districts remote from the higher seminaries of learning, recommend them to the acceptance of the people; and they accordingly have grown to be numerous with the advancing population of the country, and proved to be of great utility. A regard for the settled policy of the state, which seeks to promote the education of all her citizens, would seem, therefore, to dictate the propriety of sustaining these humble but useful institutions whenever this can be accomplished without a violation of settled legal principles.³

After citing several English cases, the opinion continues:

It may, therefore, be taken as settled in England that every school of public instruction, of whatever grade, is embraced within the notion of a charity. With us, who profess to estimate general education as of the last importance, stringent reason exists for insisting upon this doctrine, which solely aims at the preservation and encouragement of seats of learning.⁴

This conception of public education as a commendable charity persisted even after Pennsylvania's present constitution was adopted, carrying this provision:

The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of this Commonwealth above the age of six years may be educated, and shall appropriate at least one million dollars each year for that purpose.⁵

Judge Gordon, forty years after the case of *Wright v. Linn*, in handing down another opinion of the supreme court of this state, said of the provision of the present constitution:

Here is not only an injunction upon the legislature to provide a system of public education for all the children of the Commonwealth, over the age of six years, but to appropriate for that purpose the magnificent sum of not less than one million dollars. The appropriation may exceed that sum to any amount; to an amount sufficient to cover the entire expenses of the system, but at all events, that sum must be so appropriated. If this is not strictly and exclusively a state institution, a great public charity, we know not by what name it can properly be designated.⁶

Numerous cases could be cited from other states showing the dawn of the conception that common schools supported by taxation, free from tuition charges, and controlled by legislation applicable to the whole state should be regarded as one of the most important obligations of the state. By slow degrees all of the states have now arrived at the conclusion so well stated by Cooley in his treatise on Constitutional Limitations:

To what degree the legislature shall provide for the education of the people at the cost of the state or of

²Constitution of Pennsylvania, 1838, Article VII, Sec. 1.

³*Wright v. Linn*, 9 Pa. (Barr) 433 (1848).

⁴*Idem*.

⁵Constitution of Pennsylvania, 1873, Article X, Sec. 1.

⁶*De Vere Ford v. Kendall Borough School District*, 121 Pa. 543 (1888).

¹Clarence E. Ackley, Ph.D., Director, Bureau of Professional Licensing and School Law, Department of Public Instruction, Harrisburg, Pa.

its municipalities, is a question which, except as regulated by the constitution, addresses itself to the legislative judgment exclusively.⁷

Practice Precedes Legislation

It is a well-known fact that most of the progressive steps that have been taken in improving and expanding the program of education are steps that started as a local enterprise prior to the obtaining of any legislative sanction. Usually the legislation is enacted only after some taxpayer has challenged the legality of the enterprise, or after elements of controversy or confusion have arisen because of conflicting policies pertaining to the use of public funds. To illustrate this fact it is worth while to consider here a few of the key cases wherein the courts have been required to decide whether the legislature has transcended its authority in its zeal to provide for public education.

The Kalamazoo Case

One of the best-known cases pertaining to the scope of the common-school system is the now famous case in which Judge Cooley sustained the right of the state to include high schools within the designation of "common schools." Here it was pointed out that the Ordinance of 1787 pertaining to the Northwest Territory, out of which the State of Michigan had later been carved contained the following well-known provision: "Schools and the means of education shall forever be encouraged." It was further pointed out that, from the earliest days of the territory and state, provision had been made in the several communities not only for elementary education and for university facilities, but also for the type of education now popularly called "high-school" education. This had been done notwithstanding the fact that the constitution and the statutes did not definitely mention "common schools" in terms that included high schools. Finally, in the year 1872, Charles E. Stuart and others sought by injunction to restrain the School District No. 1 of Kalamazoo, Michigan, from the collection of such portion of the school taxes assessed for the year 1872 as had been voted for the support of the high school in that village. The suit specifically sought a judicial determination of the right of school authorities, in what were commonly called union school districts of that state, to levy taxes upon the general public for the support of what were known as high schools, in which the instruction of children in other languages than the English and in certain other subjects not commonly included in the elementary schools was made free by such taxation. Some of the most pertinent portions of the decision were:

We supposed it had always been understood in this state that education, not merely in the rudiments, but in an enlarged sense, was regarded as an important practical advantage to be supplied at their option to rich and poor alike, and not as something pertaining merely to culture and accomplishment to be brought as such within the reach of those whose accumulated wealth enabled them to pay for it. . . .

After tracing carefully the history of early school legislation in Michigan, the opinion quotes from the constitution of 1835:

The legislature shall provide for a system of common schools, by which a school shall be kept up and supported in each school district at least three months in every year, and any school district neglecting to keep up and support such a school may be deprived of its equal proportion of the interest of the public fund.*

The court went on to say:

The fifth section provided for the support of the university, "with such branches as the public con-

venience may hereafter demand for the promotion of literature, the arts and sciences," etc. Two things are especially noticeable in these provisions: first, that they contemplated provision by the state for a complete system of instruction, beginning with that of the primary school and ending with that of the university; second, that while the legislature was required to make provision for district schools for at least three months in each year, no restriction was imposed upon its power to establish schools intermediate to the common district school and the university, and we find nothing to indicate an intent to limit their discretion as to the class or grade of schools to which the proceeds of school lands might be devoted, or as to the range of studies or grade of instruction which might be provided for in the district schools.¹⁰

Special stress was also laid on the report of the state superintendent of public instruction for the year 1849, from which the court quoted at length:

This class of institutions which may be made to constitute a connecting link between the ordinary common school and the state university, is fast gaining upon the confidence of the public. Those already established have generally surpassed the expectations of their founders. Some of them have already attained a standing rarely equaled by the academical institutions of the older states. Large, commodious, and beautiful edifices have been erected in quite a number of villages for the accommodation of these schools. These schoolhouses frequently occupy the most eligible sites in the villages where they are located. . . .

We content ourselves with the statement that neither in our state policy, in our constitution, or in our laws, do we find the primary-school districts restricted in the branches of knowledge which their officers may cause to be taught, or the grade of instruction that may be given, if their voters consent in regular form to bear the expense and raise the taxes for the purpose.¹¹

An Earlier Case

Contrary to popular opinion, the Kalamazoo case was not the first case in which the court held that common schools may embrace high schools. In 1859, the supreme court of Iowa held that the Clayton County High School must be regarded as a common school. This Iowa decision was handed down by the court in a case in which the Act of March 12, 1858, was held to be unconstitutional. By the terms of this act provision was made for the establishment of high schools through general legislation. The court pointed to the fact that, at that time, the constitution of Iowa specified that the State Board of Public Instruction, and not the legislature, should establish a system of common schools.

The high school established by the Act of March 12, 1858, "for the public instruction," etc., is a common school (and as such its original establishment and subsequent management belong to the board of education).¹²

The act was, therefore, held to be unconstitutional, because it usurped power belonging to the state board of education.

The Case of Richards v. Raymond

The same year that the Kalamazoo case was decided, Illinois enacted a law providing that

Upon petition of fifty voters of any school township filed with the township treasurer at least fifteen days preceding a regular election of trustees, it shall be the duty of said treasurer to notify the voters of the township that an election for and against a high school will be held at the next ensuing election of trustees, and the ballots to such effect shall be received and canvassed at such election; and if a majority of the voters at such election shall be found to be in favor of a high school, it shall be the duty of the trustees of the township to establish, at some central point, most convenient for a majority of the pupils of the township, a high school for the education of the more advanced pupils.¹³

In a suit to enjoin the collection of taxes levied for the purpose of establishing and maintaining such a school, the constitutionality of the act was challenged. The sole ground

relied upon was the constitutional specification:

The general assembly shall provide a thorough and efficient system of free schools whereby all children of this state may receive a good common-school education.¹⁴

But the court declared:

At the time of the adoption of the constitution there was a wide difference of opinion in different parts of the state as to what constituted a common-school education, and we apprehend that a constitution which would have impaired in any degree the free high-school system in existence in many portions of the state, would not have received the approval of the voters of the state. But, however that may be, while the constitution has not defined what a good common-school education is, and has failed to prescribe a limit, it is no part of the duty of the courts of the state to declare by judicial construction what particular branches of study shall constitute a common-school education. That may be, and doubtless is, a proper question for the determination of the legislature, and as a law has been enacted by it which does not appear to violate the constitution, it is not the province of the courts to interfere.

If the law was constitutional, then the levy and collection of the tax to maintain the school was proper, although the course of study prescribed was different from that contemplated by law.¹⁵

In this case the court also pointed out the fact that, in two earlier cases, the supreme court of Illinois had confirmed the legality of high schools as a part of the common-school system, by upholding taxation for schools of this nature.¹⁶

Common Schools Include High Schools

In short, there are, as the preceding paragraphs show, several decisions between the years 1859 and 1880 holding that high schools, even though not mentioned in the state constitution, may properly be considered a part of the common-school system. Since the time of Judge Cooley's famous decision in the Kalamazoo case (1874), every state has accepted them as common schools.

Kindergartens May be Included as Common Schools

One of the clearest decisions pertaining to the legality of kindergartens as a part of the common-school system is from Colorado. In this case the question submitted by the Colorado House of Representatives was: "Does the General Assembly possess power, under the constitution of the State of Colorado, to provide for the establishment and maintenance of kindergartens, dependent on the public-school system of the state, for the education therein of children of an age less than six years?" The pertinent part of the *per curiam* decision is as follows:

The rule of construction to be applied to our constitution is announced in *Alexander v. The People*, 7 Colo. 155 (1883), as follows: "The legislature being invested with complete power for all the purposes of civil government, and the state constitution being merely a limitation upon that power, the court will look into it, not to see if the enactment in question is authorized, but only to see if it is prohibited." Unless therefore, the constitution in express terms or by necessary implication limits it, the legislature may exercise its sovereign power in any way that, in its judgment, will best subserve the general welfare.¹⁷

Junior Colleges May be Included as Common Schools

In the December, 1930, issue of *The School Review*, Dean E. Q. Brothers of the Little Rock, Arkansas, Junior College, states that, at that time, there were 27 different states in which public junior colleges were actually operating. In this article he quotes a state superintendent of public instruction as saying:

¹⁴Constitution of Illinois, 1870, Article VIII, Sec. 1.

¹⁵*Richards v. Raymond*, 92 Ill. 612 (1879).

¹⁶*Fisher v. People*, 84 Ill. 491 (1877); *Trustees v. People*, 87 Ill. 303 (1877).

¹⁷*In re Kindergartens*, 18 Colo. 234 (1893); also *Possey v. Board of Education*, 199 N. C. 306.

⁷Cooley, Thomas M., *A Treatise on the Constitutional Limitations Which Rest Upon the Legislative Power of the States of the American Union*, p. 224, 8th ed., revised by Walter Carrington. 2 vols. (Boston: Little, Brown and Company, 1927).

⁸*Stuart et al v. Kalamazoo School District No. 1*, 30 Mich. 69 (1874).

⁹Constitution of Michigan, 1835, Article X, Sec. 3.

¹⁰*Stuart*, etc., Note 8, ante.

¹¹*Stuart*, etc., Note 8, ante.

¹²*Clayton County High School v. Clayton County*, 9 Iowa 175 (1859).

¹³Illinois Revised Statutes of 1874, p. 957, sec. 35.

"This state has no sort of law legalizing the junior college as a part of the public-school system of the state. We have one or two operating in the state as a sort of extra-legal proposition."

In any country except America, it would, doubtless, seem strange that institutions so public in nature and so dependent upon public funds for their very existence would come into being before statutes had been enacted or courts had spoken defining the terms of their authorization, maintenance, and control. There are, however, at least two good reasons for this peculiar method of procedure and its resultant state of affairs. In the first place, at least nine states, although not specifically mentioning junior colleges in their laws, have made broad statutory provisions whereby the state board of education, the state department of education, or other public agencies may exercise almost unlimited discretion in creating additions or extensions to the system of public education.¹⁸ In the Pennsylvania statutes this provision reads as follows: . . . together with such other schools or educational departments as they [the boards of school directors], in their wisdom may see proper to establish.¹⁹ In the second place, the history of public education in the United States is a story of constant expansion through experimentation, accretion, then assimilation, and finally legislation. Through all this process has run the consciousness that the courts are always as liberal as possible in construing the powers of those who seek to foster and extend the cause of public education.

There are on record two important cases testing specifically the legal status of public junior colleges. One of these is the case of *McHenry et al v. Ouachita Parish School Board*, 125 So. 841, 169 La. 646 (1930). This was a contest directed against the establishment of a public junior college in Monroe, Louisiana. The other case is that of *Zimmerman v. Board of Education of Buncombe County et al.*, 154 S.E. 397, 199 N.C. 259 (1930). The decision in this case established the legality of a public junior college in Asheville, North Carolina.

The Asheville case gains special significance from the fact that the junior college there had been established prior to the enactment of any state law authorizing junior colleges specifically in North Carolina. The main issue, therefore, was "Had the defendants, the board of education, power to maintain and operate a public junior college, levying and collecting taxes therefor in the same manner as for other public schools?" The supreme court of the state held that they had "certainly so long as they can do so without the levy of an additional tax for that specific purpose."

In the Monroe, Louisiana, case there were several issues, some of which were purely local. Both the Louisiana constitution adopted in 1921 and legislation enacted in 1928 made specific provisions for creation and maintenance of junior colleges in parish-wide districts, under the authority of the parish boards of education. Some of the most important findings of this case, likely to have general application to other states are: (1) Junior colleges when co-ordinated with the high school, are not higher institutions of learning, and therefore, are not necessarily dependent upon the legislature for creation and support; (2) they are, instead, mere super-high schools, and as such are a part of the public-school system. (3)

¹⁸Idaho, Massachusetts, New Jersey, North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia. See also Table VII, last column, for broad constitutional sanctions.

¹⁹School Laws of Pennsylvania, 1933, Sec. 401 (Amended May 24, 1921, P. L. 1066, Sec. 1; May 29, 1931, P. L. 243, Sec. 8).

An important function of the junior college is that of "co-ordination," supplementing the work of the elementary and secondary schools "in such a manner as to lead to the standards of higher education."

In the Monroe case the court said:

In the elementary schools of the state, only fundamental branches of study are taught.

The secondary public schools of the state are not restricted by the organic law merely to high schools and to the usual courses of study prescribed therein.

The higher institutions of learning of the state are major institutions, are state-wide in their operations, are maintained by general taxation, and are absolutely independent of each other. They are in an entirely different category from the Junior Colleges. . . . These Junior Colleges fall within the classification of secondary schools and occupy the same legal status as a state high school in matters of special taxes to be voted at special elections for the housing and maintenance of these institutions.

Definitions Evolved

"Without being able to give any accurate definition of 'a common school' it is safe to say that the common understanding is, it is a school that *begins with* the rudimental elements of an education, whatever else it may embrace, as contradistinguished from academies or universities devoted exclusively to teaching advanced pupils in the classics, and in all the higher branches of study usually included in the curriculum of the colleges" (*Powell v. Board of Education*, 97 Ill. 375).

"There is no constitutional limit placed on the legislature with reference to formation of school districts nor as to agencies the State shall adopt for providing for free schools in view of the Constitution, Article 8, section 1" (*Fisher v. Fay*, 122 N.E. 811, 288 Ill. 11).

"The legislature has unquestioned power to determine what a common-school education shall be; but, whatever that determination is, there is no discretion in the Legislature to provide a system which deprives any children of the state of the opportunity to obtain such education" (*People v. Young*, 129 N.E. 894, 309 Ill. 27).

"In view of the rule that the Constitution is not a grant of, but a limitation upon, legislative power, the legislature may adopt any measures which in its judgment will promote the efficiency of the schools of the state, unless prohibited by some express constitutional provision" (*State v. Leviathan*, 193 N.W. 499, 181 Wis. 326, (1923)).

"Teaching higher branches of learning in common schools is not a violation of the common-school law" (*Newman v. Thompson*, 9 Ky. Law Reporter 199). "And the trustees may by contract with the teacher give him the right to contract with pupils to teach them for extra compensation the higher branches, and pupils whom he refuses to so teach without compensation have no right to complain" (*Major v. Cayce*, 98 Ky. 357, 17 R. 967, 33 S.W. 93).

In short, there seems to be almost no limit as to how far upward this extension of learning may go under the name of "common schools," provided only that the legal limits of taxation are not exceeded, that a real continuity with the high school and the lower grades is maintained, and that the opportunities are open to all pupils of the district, in accordance with their ages and ability.

Other Types of Schools Designated as Common Schools

The principles worked out in these cases pertaining to high schools, kindergartens, and junior colleges and the definitions presented in the quotations from the courts show that the term "common schools" has come to have a wide and liberal application. Consequently it may

be said that the scope of the common school has constantly expanded through a series of interesting steps, including (1) the early constitutional provisions for instruction to be provided at low cost;²⁰ then (2) gratis to children of the poor;²¹ next (3) came judicial opinions that the constitutional provisions for free instruction for the poor did not prohibit legislation establishing schools free to all the children of the commonwealth;²² and that (4) the rapidly increasing constitutional requirements for a uniform system of common schools throughout the state having been met by the state legislature, the local communities were at liberty to levy additional local tax for "perfecting the system."²³ Then came (5) the important decision of Judge Cooley upholding the constitutionality of a practice already extensive; namely, the supporting of high schools from the proceeds of the common-school funds.²⁴ Still more recently the courts have accepted the validity of the conception of the common school as expansive enough to include (6) the kindergarten at one end of the system,²⁵ and (7) the junior college at the other end.²⁶ Meanwhile the expansion continues with legislation for (8) evening schools, (9) part-time schools, (10) vocational schools, and (11) schools for the handicapped—all either held to be a constitutional part of the system of common schools or operating with their constitutionality unchallenged.

The scope has not only expanded to comprehend this wide variety of permissive educational functions but it has even made many of them obligatory. For instance, it has been held that (12) the legislature may require the establishment of high schools;²⁷ may require (13) the system established to be such that each child may reach school in a reasonable length of time and with a reasonable degree of safety;²⁸ and in order to render the benefits of the system readily available, may compel (14) the free transportation of pupils when the schools are not located in the proximity of their homes.²⁹ And finally the police power of the state may be exercised to (15) compel public carriers to continue to transport pupils at reduced rates after it has been shown that the carrier obtains no profit from the service.³⁰

There are, however, definite restrictions which must not be violated in determining the scope of the system of common schools. It must not embrace (a) schools under sectarian leadership; (b) schools not under complete control of the state; (c) schools not beginning with the elementary branches;³¹ or (d) schools established for such special purposes as state teachers' colleges, schools of mines, schools of agricultural and mechanical arts, and the state universities, unless constitutional or specific statutory provision has been made therefor.³²

²⁰State Constitutions: Pa. 1776, Art. 44; North Carolina, 1776, Art. 41.

²¹Constitution of Pennsylvania, 1790, Sec. 1, Art. VII.

²²Pennsylvania School Laws, 1848, upheld in *Commonwealth v. Hartman*, 17 Pa. (5 Harris) 118 (1851); *Wright v. Linn*, 9 Pa. (Barr) 433 (1848).

²³*City of Lafayette v. Jenners*, 10 Ind. 70 (1858); *Smith v. Simmons*, 129 Ky. 93.

²⁴*Stuart v. School Dist. No. 1*, 30 Mich. 69 (1874); *Richards v. Raymond*, 92 Ill. 612 (1879).

²⁵*Posey v. Board of Education of Buncombe Co.*, 199 N. C. 306 (1930); *In re Kindergartens*, 18 Colo. 234 (1893).

²⁶*Zimmerman v. Board of Education of Buncombe County*, 199 N. C. 259 (1930); *McHenry et al v. Ouachita Parish School Board*, 169 La. 646 (1930).

²⁷Laws of Illinois, 1899, ch. 189; *State v. Freeman*, 61 Kan. 90 (1899).

²⁸*People v. Farren*, 311 Ill. 87 (1924).

²⁹Pennsylvania Act of June 22, 1897 (P. L. 181); *Pike Township School Directors*, 15 Dist. 565.

³⁰*Interstate Consolidated Street Railway Co. v. Mass.*, 207 U.S. 79 (1907).

³¹*Powell v. Board of Education*, 97 Ill. 375; *Ellisberry v. Seay*, 83 Ala. 614; *Gordon v. Cornes*, 47 N. Y. 608.

³²*Jenkins v. Inhabitants of Andover*, 103 Mass. 94; and note 31 ante.

An Analysis of the *Basic Reasons* for the Recent Emphasis on *Guidance*

John P. Treacy, Ph.D.¹

An individual who completed his schooling 25 or 30 years ago would find a number of significant changes in educational activities were he to visit a typical school of today. One of these changes would be the organized efforts now being made to help students in planning their futures and in adjusting themselves to their educational surroundings. Educators have always observed differences in the abilities, temperaments, and interests of students. They have always realized that different occupations require different types of ability. Undoubtedly there have always been teachers who helped students to analyze themselves and their opportunities, and to adjust themselves to their surroundings. But, until the early part of the present century, no organized attempt was made in the schools to provide guidance facilities for every student enrolled in the schools. Guidance programs are largely a matter of the last quarter of a century.

Growth of Guidance Movement

Now one finds evidences of guidance on every hand. Many elementary and secondary schools offer such courses as "Vocational Civics," "Occupations," and "Orientation." In some schools, teachers are supposed to point out the occupational aspects of every subject taught, and to encourage students to compare their own qualifications with those required by the occupations studied. There are local, state, and national organizations of guidance workers. The National Vocational Guidance Association now has a membership of over 2,000. Articles on guidance may be found in many educational magazines; one magazine is devoted entirely to guidance. There are completed or in preparation many master's and doctor's theses which reveal the interest which workers in higher education are taking in the planning and adjustment problems of students of all levels. It is not at all unlikely that training in guidance will be required for a teacher's certificate before many years. Radio programs, local and national, are organized around guidance problems. And, lastly, nearly every school of any size has made some provision for counseling through counselors, principals, or homeroom teachers.²

This recent emphasis on guidance raises certain questions in one's mind. Why is guidance being given so much more attention in the schools than was found earlier in the century? Is the need for guidance greater now than it was formerly? Or, has the school become more sensitive to individual needs than was formerly true?

No one will question the fact that the child and his needs, and not the subject, are more and more becoming the center of gravity in education. Neither will anyone who observes doubt that the need of guidance is greater now than it was twenty years ago.

The purpose of this article is to attempt a partial explanation of recent emphasis on guidance by analyzing the need of guidance from the viewpoints of (1) the nature of the individual, (2) the nature of modern society, and, (3) recent evidences of lack of guidance.

The development of the philosophy of education which insists on the individual's right to have an education adapted to his plans, his abilities, and his interests is not attempted here.

The Nature of the Individual and Need of Guidance

Individual differences. It is interesting to picture in one's mind what the problems of guidance would be were it not for the fact of individual differences. Intelligence tests, interest questionnaires, and special aptitude tests would be useless, for all individuals would receive the same scores. There would be no attempt at matching ability patterns with those required for different occupations. The central problem of guidance would be concerned with occupational studies. How simple guidance would be under those conditions! The same sort of an analysis could be made for other types of guidance.

But individuals do differ. Even eighth-grade students have learned that "nature does not like sameness," and that no two individuals are exactly alike in all respects. These eighth graders have also noticed that there are differences in the requirements for success in different occupations. Therefore, they are familiar with the basic need for vocational guidance: differences in *individuals*, and differences in *occupational requirements*.

As was noted before, the fact of individual differences is nothing modern. Plato wrote, "No two persons are born exactly alike, but each differs from each in natural endowments, one being suited for one occupation, and another for another."³ Comenius observed that, "Some men are sharp, others dull; some soft and yielding, others hard and unbending; some eager after knowledge, others more anxious to acquire mechanical skill."⁴ John Locke showed a knowledge of individual differences and of principles of guidance when he wrote, "Every one's natural Genius should be carry'd as far as it could; but to attempt the putting another upon him, will be but Labor in vain; and what is so plaister'd on, will at best sit but untowardly, and have always hanging to it the Ungracefulness of Constraint and Affectation."⁵

But it is one thing to recognize the fact of individual differences, and another to measure the differences and to express them quantitatively. Credit for exact, quantitative knowledge on the extent and nature of differences should be given to the measurement movement in educational psychology, and particularly to the results of the movement since the beginning of the century.

Some of the differences in individuals revealed by recent studies are almost incredible. The writer has before him an unpublished study of the variation in mental ability in 5B grades in five of the schools of a large city system. The differences in mental age in the same grade in one school is three years six months; in another, four years, in another, four years eight months; in another, four years ten months; and in another, seven years. Freshman scores on the Iowa Placement Examination in

English at a certain college varied from 10 to 179.⁶ The distribution of scores of 35,278 pupils on the Otis Self-Administering Test of Mental Ability, Intermediate Examination, reveals that many 11-year-old students do better than do many who are eighteen or more years old.⁷ Other studies show similar variations in intelligence and in achievement.

Plato, Comenius, and Locke may have seen differences in intelligence; but it is doubtful whether they realized the extent of differences which modern tests reveal. Since individual difference is one of the basic reasons for a need of guidance, and since the testing movement has been helpful in pointing out these differences, the debt of the guidance movement to tests is obvious.

Distribution of Abilities

There seems to be rather convincing evidence that most abilities are distributed according to the normal curve of distribution. This is another way of saying that there are many individuals of about average ability, few that are very dull, and few that are geniuses. Education, in order to be most effective, should be based on a knowledge of each individual. When one reflects on the infrequency of unusual ability, and on the contribution that one genius may make to society, he cannot help but be impressed with the importance of finding genius, and of trying to harness it for the welfare of society and of the individual. Can we depend on genius asserting itself without our doing anything in the schools to discover it? Can we depend on the ordinary classroom activities alone to uncover this genius? Should not a planned guidance program, emphasizing a study of each individual's capacities and working *with* the regular instructional forces in the school, be more likely to find this rare thing called genius than can the instructional forces alone? Of course, if one believes that "genius will out," and that no intellectual flowers are born only "to waste their sweetness on the desert air," the need of external measures is unnecessary; but if genius cannot be depended upon to assert itself unaided, and if society wishes to profit most from its human resources, some means should be maintained for discovering genius and for directing it toward social as well as toward individual ends. A planned guidance program should be of assistance in doing this; also, it should help to determine who are the average and who the mentally handicapped students.

While many of the early beliefs concerning the mental and emotional instability of typical adolescents are now severely questioned, it is very evident that young students are called upon to make some of life's most important choices and adjustments at a time when they are unfitted for the task. They are too immature, too inexperienced. To be more specific, the high-school student needs some perspective regarding his future education and vocation in order to plan his high-school program intelligently. Can he be expected to obtain the necessary information about himself and about the world of opportunities to develop this perspective unaided, or aided only by the few teachers who are really guidance-minded? Granted that the adolescent can make his vocational choice intelligently, can he be expected to plan his educational program adequately without the assistance of someone more

¹Professor of Education, Graduate School of Education, Marquette University, Milwaukee, Wisconsin.

²William C. Reavis, *Program of Guidance*, Bulletin, 1932, No. 17. National Survey of Secondary Education, Monograph No. 14. Washington, D. C.; Government Printing Office, 1933.

³*The Republic of Plato* (translated by John L. Davies and David J. Vaughan), Macmillan, 1927, p. 55.

⁴John Comenius, *The Great Didactic* (edited by M. W. Kaetinge), A. and C. Black, 1923, p. 88.

⁵John Locke, *Some Thoughts On Education*, Cambridge University Press, 1913, p. 40.

⁶Unpublished results in the files of the writer.

⁷*Otis Self-Administering Tests of Mental Ability*, Manual of Directions and Key, World Book Co., 1928, p. 7.

mature, more experienced, and more stable emotionally? Can one depend on a student's obtaining this information unless the school has a plan for rendering such assistance?

There may be other factors in the nature of the individual which necessitate guidance, and explain recent emphasis on the work. The writer has purposely avoided what Herbart⁸ calls the "fundamental postulate of all pedagogics," plasticity; this is assumed. But in individual differences, and in the instability and immaturity of the child at the time of important choices, together with the advantage of planning anything that we want done, lay the more important factors which explain present needs and emphasis in guidance.

The Complexity of Modern Society

Another explanation of the need of guidance may be found in the problems resulting from the complexity of modern society. The young person of today has difficult choices and adjustments because he finds himself in an environment which has become increasingly complex. This problem becomes evident as one examines certain trends.

With urbanization and specialization in industry have come more and more occupations from which to choose. Some have estimated that there are now nearly 25,000 different occupations.

With industrial development has come increased mobility of our population. This means for the student new schools, new teachers, new problems.

With the development of science and invention have come instability of many occupations and a constant need for rechoosing and readjusting. This is a problem for the old as well as for the young.

With the democratization of education have come new types of schools, more curricula, and more electives from which to choose. The number of possible routes which a beginning ninth-grade student may take in a large school system has constantly increased. What type of high school (trade, academic, vocational, etc.) shall I attend? What course (college preparatory, commercial, general, etc.) shall I take? What electives shall I choose? These questions must be answered by the student, and answering them intelligently is not easy.

With the development of commercialized amusements have come broader opportunities for the use of leisure time; also, incidentally, more need for care in selecting what is worthy from what is unworthy.

The keynote to all of these changes, and to others which could be mentioned, is *complexity*. Complexity of surroundings means difficulty of choosing and, oftentimes, of adjustment. These conditions called for some agency to help students meet the new situations. As the home and the church lessened their educational activities, the school, recognizing its responsibility as a residual institution, came to the rescue. It assumes a new responsibility and program to meet a new need.

Evidences of the Lack of Adequate Guidance

The alert educator is constantly searching for weaknesses in education through studying its effects on students. After all, the real test of whether or not a school is effective is not its aims, its curriculum, its personnel, or even its budget. The real test is the results obtained. Naturally, keen observers of education have noticed many indications of inadequate guidance, particularly since research has become so helpful in providing factual information.

⁸John Frederick Herbart, *Outlines of Educational Doctrine* (translated by Lange and De Garmo), Macmillan, 1913, p. 1.



EDW. E. CARR, ESQ.,
President, Nebraska State Association of
School Boards and Executives.
(See Page 54)

The writer is cognizant of the difficulties involved in isolating causes and effects in education. He is aware of the many forces and agencies which influence the lives of individuals. But an attempt will be made to show signs of inadequate guidance from such evidences as may be found in failures, student choices and questionable methods of guidance.

Evidence from failures. All school failures cannot be attributed to inadequate guidance, or even to inadequate schools. There are extra-school forces, such as the home, the community, and the individual himself which must be considered. Undoubtedly many failures are caused primarily by the student's failure to do the simple thing of applying himself to the tasks at hand. The school cannot take all of the responsibility for such failures. But guidance and administration can and should take the responsibility for those failures which are caused by registering students in courses requiring standards beyond the ability of the students; and for those failures caused by maladjustments within the control of the school. Is it just, necessary, or efficient to doom to failure in some subject a student whose intelligence, past marks, prognostic test scores, and other measures indicate inability for that subject?⁹ To be more specific, the writer has before him data showing the percentage of failure by subjects in a large city school system. The latest percentage of failure in algebra reported in this table is 19.2. In other words, during this particular year approximately one student out of five failed in algebra. Could not many of these students have been saved this waste of time, effort, and emotional disturbance by an adequate program of placement and adjustment? A significant recent article¹⁰ on failures makes one wonder whether or not teachers have very accurate ideas of why students do fail. One hundred and four of 145 failing children were found to have physical defects, but the teachers mentioned physical factors as causes of these failures only 45 times. An active guidance program should result in better understanding of children by the teachers.

Evidence from student plans. The literature

⁹The writer has purposely disregarded a point of view, which seems to be growing, that no students should be failed. See Henry J. Otto, *Elementary School Organization and Administration*, D. Appleton-Century Co., 1934, pp. 252-257.

¹⁰Laura Hooper, "What About School Failures?" *The Elementary School Journal*, 36:349-353, January, 1936.

on student plans is extensive. Koos and Kefauver¹¹ made an excellent summary of this literature up to 1932. The reading of this summary and other literature in the field impresses one with certain indications of the lack of adequate guidance. Many students intend to enter occupations for which their qualifications are inadequate. Many students do not have definite plans regarding their future schooling. Many students have not thought seriously about their future vocational plans. Many students choose occupations on too little information, resulting in frequent changes of plans. More students are planning to enter certain occupations than can possibly find employment in those occupations. Many worth-while occupations are not mentioned in studies of student plans, probably because students do not know about them. Many chance elements, such as proximity of work, seem to be operative in vocational and educational choices. These conditions suggest the need of more information.

Evidence from questionable methods of guidance. Little valid information exists regarding the extent to which graphology, phrenology, astrology, physiognomy, and other "pseudosciences" are utilized by students in solving their guidance problems. Until such evidence is available, it is sufficient to mention that the number of individuals who are making a livelihood from these methods is disturbing to those who believe in less spectacular procedures.

Other sources of evidence. One finds in guidance literature other evidences for the need of guidance. Some writers point out the large number of adults who are dissatisfied with their work, although a recent study¹² seems to question this condition. Some point out that bright students do not achieve in accordance with their abilities. Some point to labor turnover as a bad thing, a point of view which cannot be defended in all cases. Some point to withdrawals from school as an evidence of poor guidance; care should be taken here not to attribute to inadequate guidance a condition which often is caused by general school policies. Some even point to crime statistics in their search for justification of guidance; there undoubtedly is a connection here, even though it is very difficult to isolate objectively. If one includes in his concept of guidance the distributing and adjusting of students to their leisure-time activities, he can find a wealth of evidence in recent studies of leisure activities.

The writer is no prophet. But as he looks to the future and tries to foresee whether or not there will be guidance programs, he cannot help but think that the fundamental reasons for such programs will always be present. There will always be differences in students; there will always be differences in the requirements of different occupations; there will always be a number of educational routes from which students may choose; there will probably be an increase rather than a decrease in the complexity of the student's environment; there will probably be a greater effort on the part of educators to study the results of education, and to make needed changes. There is a possibility that guidance will be absorbed in the regular work of the classroom teachers. This would necessitate on the part of teachers an understanding of guidance principles far beyond what is now conceivable. It would also violate a point of view held by many: If you want something done in the schools, you must plan definitely for it, and center responsibility for its execution.

¹¹*Guidance in Secondary Schools*, Macmillan, 1932, Chapter VIII.

¹²Robert Hoppock, *Job Satisfaction*, Harper and Brothers, 1935.

Some Practical Suggestions for WPA Work in Public Schools

H. H. Linn¹

The WPA program being carried on throughout the nation affords a special opportunity for public schools to get certain types of improvements that would prove rather costly if completed under private contract. Under the terms of the WPA, public schools may secure labor without cost, and under certain conditions a share of the materials needed to complete acceptable types of projects. In general, school officials have no difficulty in developing lists of desirable types of projects, but some of these require so much money for materials that they must be abandoned because the local schools are unable to finance their share of the cost.

Lack of ample funds, however, should not cause local school officials to throw away their opportunity to get some work done. There are many types of projects that require considerable labor and a relatively small amount of cash outlay for materials. It is true that in some cases much of the manual labor could be replaced by the use of machinery, but it appears that national directors of the WPA program favor the deliberate substitution of extensive manual labor in place of more efficient machine work. While this policy may not be accepted as a sensible one by many individuals, the fact remains that it is being followed, and if school officials do not get their share of this labor it will be used for other projects perhaps less socially desirable than the types suggested in this article.

Improving School Playgrounds

Many school grounds may be improved as a WPA project. They may be graded or leveled. Slopes or hills may be cut down and low spots filled. In some cases ditches may be dug to facilitate drainage; in other cases it may be desirable to lay drain tile under the surface.

Definite fields may be laid out for football, baseball, and track. Tennis courts may be developed. The development of recreational facilities certainly is socially desirable, and even may be considered essential as a means of caring for leisure-time activities in the future. In some communities the development of ice-skating rinks for winter sports may prove desirable. With proper planning, some school grounds containing low spots may be equipped with drainage provisions which will carry away excessive moisture during the spring to fall seasons, but which may be closed during the winter so that the fields may be flooded and frozen for ice skating and related winter sports. In some communities there may be no such low areas, but even on flat grounds ice-skating rinks can be developed by scooping out slight depressions and building slightly raised banks around the areas to be flooded and frozen. In some communities provisions may be made for snow sliding during the winter months. Every year many youngsters are killed because they take chances on sliding on streets open to automobile traffic. A partial removal of such hazardous conditions certainly is worth while.

Landscaping School Grounds

School grounds may be improved by proper landscaping. Some trees, for instance, should be cut down and the stumps removed. This requires manual labor. In other cases certain trees may be dug up by the roots and moved to

School executives in numerous cities are exhibiting a complete lack of imagination in developing WPA jobs for the rehabilitation and improvement of the school plant. In contrast, various city departments in the same communities are energetically developing work. The present article is offered because of its completeness and the splendid variety of necessary and highly desirable work which it suggests. The author's suggestions grow out of personal experience and wide observation.—The Editor.

other locations. The trimming of trees, if done by competent individuals, is a desirable type of project involving considerable labor and very little expense for materials.

Small trees may be set out in accordance with a definite landscaping plan. In general, the small trees are not costly and they grow into large trees with the passage of time. So far as tree planting is concerned, school officials should be looking into the future 25 years hence. At this point the writer should like to suggest the development of small "neighborhood parks." School grounds are public grounds. As a rule, a portion of these grounds is used for playground purposes. While it is unfortunately true that in many instances the school grounds are so small that they do not begin to provide adequate space for playground activities, let alone space for other purposes, there are many school grounds of such size that a portion could be used for the development of a small "neighborhood park." In the writer's thinking, the term "neighborhood park" simply implies a small grove of trees, preferably adjacent to a public playground. For example, suppose an area about 200 by 200 feet (the size may vary) is set aside for tree planting, and is developed in accordance with a definite plan. Twenty-five years hence this plot, if properly cared for, should be a beautiful spot. We have every reason to believe that in the future our people, both young and old, will have even more normal leisure time than they have had in the past. With these small shady "neighborhood parks" adjacent to the public playgrounds, we can visualize for the future groups of young mothers congregating in these parks, sending the older children to the larger open playground while they rock smaller and younger heirs in perambulators, under the shade of the tall trees. Other folks from the neighborhood may also congregate to enjoy the shade and their contacts with their neighbors, exchanging gossip as they doubtless have done throughout the ages. Some of the older men may gather under the shade of these trees to exchange reminiscences of the past, and to predict the dire consequences in the future with a change of political parties. Or the men may pair off and compete in a game of horseshoe in some spot set aside for this purpose. This little theoretical dream is predicated on the supposition that in the future the American people will depend less on commercial recreation to occupy their time, that they will develop finer neighborly attitudes, and that they will live serenely and more sedate lives.

In discussing the landscaping of school grounds we must not forget the planting of shrubbery. In some cases it may be practical to dig up old shrubbery and replant it. In

planting young shrubbery, it is a common mistake to set the plants too close together in order to make an immediate showing, without making proper allowance for the future growth of the young plants. Therefore, today there are many grounds where replanting would be a decided improvement. In some cases it may be desirable to divide old plants and to use the additional shrubbery in landscaping other parts of the school grounds. Also, in some cases, where the former planting of shrubbery has been done improperly because of the lack of good landscaping advice, it may be well to lay out a new plan at this time. This may entail the digging up and replanting of present shrubbery, with possibly the addition of some new plants needed to complete the new plan. School officials also may consider the desirability of landscaping school grounds which heretofore have received no attention. If funds are low, younger and cheaper plants may be purchased. All they need is time and proper attention in order to develop and make a better showing.

Other improvements to school grounds may be undertaken, such as leveling lawns by reducing humps and filling low spots; seeding or reseeding lawns; lifting uneven sections of sidewalk, or repairing broken sections. Other desirable improvements that require more money for materials may be mentioned: building new sidewalks, or widening old ones; building fences around playgrounds; widening streets in order to develop parking space for automobiles; building driveways; installing underground sprinkling systems for the lawns; and building curbs or retaining walls where the slope of the grounds requires such treatment.

Painting and Varnishing

Based on reports from all parts of the country, painting has been a favorite type of school project from the beginning of the CWA through the FERA, and up to the WPA we have today. While painting requires an outlay for materials, it may be considered a desirable type of project because the schools receive so much return from the investment. Labor is the important financial factor in painting costs, and this may be obtained without immediate cost to the schools. Also, as stated previously, a part of the materials may be provided by the Federal Government.

The painting of exterior woodwork cannot be neglected indefinitely if the buildings are to be properly maintained—a small investment in materials now is a very good investment indeed.

While interior decorating may be postponed without so much material damage to the wall surfaces, painting under the WPA program should prove desirable at this time. By using proper paint shades and tints, the pupils will enjoy better natural lighting conditions within the classrooms, and a more pleasant environment. Actually, better natural light conditions resulting from the interior decorations should reduce the electric-light bills, a point that cannot be ignored entirely. However, the general improvement in appearance is the important point. Pupils and teachers are happier and do better work in a pleasant environment. An attractively painted classroom certainly is more conducive to good work than a gloomy, dingy-appearing room.

The varnishing of interior woodwork may be a good type of project. Old varnished surfaces require considerable labor if they are to be properly cleaned or the old finish removed

¹Business Manager, Board of Education, Muskegon, Michigan.

before the new varnish is applied. In general, this type of project requires a relatively large proportion of labor in comparison with the cost of the materials.

The writer should like to suggest that under the WPA program, certain painting might well be done that would not sound quite so sensible if done under private contract. However, the relatively small direct cost today changes the picture. For example, one might hesitate to even suggest that the walls and ceilings of a boiler room should be painted, if done under private contract. Yet such painting is not entirely unreasonable. An engineer or custodian may be careless about dirt in a grimy boiler room, and may carry this careless attitude over into the care of other parts of the building. As a matter of fact, there are some school systems and many industrial plants that for many years past have spent money to paint their boiler and power rooms and to maintain them in a spic-and-span condition. This has not been done just for the ornamental effect but because it has paid in better, cleaner, and safer service. Today school officials may well consider the painting of boiler rooms, boiler coverings, pipes and pipe coverings, and related mechanical equipment. (As a special tip—paint valve wheels and handles a bright red or orange to make them more conspicuous.) It also may be well to paint other areas often neglected, such as closets or fan chambers.

Washing Walls

The appearance of many schoolroom walls may be improved by washing them, without the additional expense of repainting. The washing of walls entails a relatively high proportion of labor cost with a relatively small outlay for materials. There are many trade brand of materials on the market that may be used to simplify wall washing. Many of them are of the soda type. Trisodium phosphate may be used as a cleaning agent at the rate of about a tablespoonful per gallon of water. The proportion may be varied slightly depending on the condition of the walls, but the reader is warned that trisodium phosphate is rather powerful and too much of this substance will cut and ruin the paint surface itself. For this reason it must be handled properly and WPA workmen must be cautioned and instructed how to use it. Unfortunately, some WPA workmen are careless and fail to heed instructions and assume that if a little trisodium is good, more will be better. Their reasoning is about as valid as the man's who gave his sick wife a quantity of powder sufficient to cover two nickles because he didn't have a dime to use for measurement as instructed by his physician.

Whatever cleaning solution is used for emulsifying and removing the grime from the walls, the wall surface should be rinsed with clear water shortly afterwards. In both washing and rinsing, only a small area should be covered at a time and not allowed to dry until completely cleaned and rinsed. While a very small quantity of soap may be added to the trisodium cleaning solution with good results, soap alone is not so good as it has a tendency to leave a film on the wall surface.

Starching Painted Walls

An old custom that may well be revived under a WPA project is that of starching painted wall surfaces in order to facilitate future washing. This starching may be done following a new paint job or a wall washing job. This project is recommended because of the relatively large labor cost as compared with the cost of materials.

A starch preparation may be made by boiling cooking cornstarch for at least 15 minutes,

allowing it to cool and stand for at least 24 hours, and then diluting with water to a very thin consistency. Strained buttermilk is used in place of the starch solution in some cases. Both the starch and buttermilk preparations are brushed on the wall surfaces. A large calcimine brush will speed the application. In the event the starch or buttermilk preparation has a tendency to crawl on the wall into droplike pools, this may be avoided by dissolving and stirring eight ounces of soap flakes into each gallon of the preparation.

This starch or buttermilk application leaves an invisible film on the wall surface that later may be washed off along with the grime adhering to it, thus leaving the original paint bright and clean. Walls may be restarched and re-washed time and time again, preserving the original paint film for many years.

Resurfacing Wooden Floors

The wood floors of many school buildings present an unsightly appearance, but in many cases this appearance is only on the surface and can be improved materially by sanding the floors. If the floors are old and have been oiled annually over a term of years, it may be wise to remove as much of the old oil as possible by chemical means before sanding the surface. This is especially true if the old type of mineral oil has been used, causing the wood to become dark and greasy. Trisodium phosphate added to hot water at the rate of two tablespoonfuls per gallon may be mopped on the floor surfaces and permitted to remain several minutes. Then a vigorous scrubbing will show results. For very greasy and dirty floors the amount of trisodium phosphate may be doubled or even trebled, as this chemical emulsifies oils and greases, and in this particular case there is no surface that needs protection. Some floors are so impregnated with oil that after the surface film has been removed, the oil below the surface gradually rises to the top and forms a new greasy film a few days or weeks later. This surface film must be removed again by scrubbing.

After the wood floors have been scrubbed and the old oil quite largely removed, they may be sanded. An electric sanding machine is required if any material progress is to be made. After the surface has been sanded, the floors again should be treated. The writer suggests that the newer type of penetrating floor seal² be applied. For the best results, the floor seal should be applied copiously with a mop, permitting the wood to absorb as much as it will in 30 minutes. Then the excess seal material should be removed; a rubber squeegee will be found very efficient. After the surface has dried another 30 minutes, it may be rubbed down with No. 3 steel wool, leaving a smooth and velvety surface. Two or three days later when the surface has hardened more, a second and more thorough rubbing with steel wool will produce a still better surface. While a machine designed for steel-wool rubbing of floors will speed this process, WPA workmen may do this by hand. Of course, if manufacturers give different directions for applying their particular products, these rules should be observed. It has been the writer's experience, however, that it is important that the excess seal be removed from the surface without leaving much of a film. The rubber squeegee has proved to be most efficient in this removal.

Warning is also given that the mop used for applying the floor seal should be placed in a pail of water at night, and burned when the

²The Maple Flooring Manufacturers Association, 1780 McCormick Bldg., Chicago, Ill., has tested a number of floor seals and has placed several on its list of recommended floor seals for maple floors.

job is completed, in order to avoid spontaneous combustion.

Wood-floor resurfacing is suggested as a desirable WPA project because of the relatively large amount of labor needed for sanding and steel wooling. With the suggested preservative treatment the floor will have a very attractive appearance, and may be more easily cleaned daily with the use of the oil-treated type of sweeping mop.

Refinishing Slate Blackboards

After several years' use, slate blackboards may develop a gray color or a very high sheen, either one of which is objectionable. This is especially true if improper chalks have been used or if improper methods of cleaning and maintenance have been employed. The slate surface may be improved by refinishing. While machines have been developed for the purpose of refinishing slate blackboards, this job may be done by hand by WPA workmen. This, of course, will be rather slow, but it simply increases the high proportion of labor cost as compared with the cost of materials.

The method of resurfacing slate blackboards by hand has been well described by Conrad Pykoski, of the Minneapolis Public Schools, in a mimeographed pamphlet, "Slate Blackboards, Their Care and Maintenance in Public Schools." Briefly, Mr. Pykoski suggests the use of three different stones for cutting and honing the slate board. He suggests stones similar to the following purchased from the Norton Company, Worcester, Mass.:

- | | |
|-------------------------------|-----------------|
| 1. Marking: 220K | |
| Size: 2 by 4 by 3 in. | Bond: Vitrified |
| Abrasive: Alundum | Shape: Brick |
| 2. Marking: 120M | |
| Size: 2 3/4 by 2 by 5 1/4 in. | Bond: Vitrified |
| Abrasive: Crystolon | Shape: Brick |
| 3. Marking: 180K | |
| Size: 2 by 4 by 3 in. | Bond: Vitrified |
| Abrasive: Alundum | Shape: Brick |

The first step in the procedure of resurfacing slate calls for moistening the board with water, then grinding the surface with stone 220K, using a circular motion. The board is kept moist and from time to time is rinsed to remove the mud. When the grinding process has been repeated until all the chalk has been cut away and the board is clean and black in color, the first step is complete.

The second step calls for honing the slate with stone 120M. This is done with the same procedure as in step one, using a circular motion and plenty of water. The second step is complete when the board is fairly smooth to the touch.

In the third step, stone 180K is used, and the honing is continued until the stone glides smoothly and noiselessly over the board without gripping the slate. The board is then washed thoroughly and allowed to dry. Finally the board is rubbed with a dry cleaning cloth to remove any particles left from the resurfacing process.

Pointing Masonry

A desirable WPA project, from the standpoint of high labor and low material cost, is pointing up masonry. Copings on the top of parapet walls, stone sills, brick and stone walls, all may be in need of such attention.

Caulking Window and Door Frames

Considerable labor may be used to good advantage in caulking window and door frames. This prevents rain and snow from seeping back along the wooden frames, causing them to warp and rot. It also reduces the infiltration of cold air in the winter, thus reducing the expense of heating.

Weatherstripping also may be a desirable project as it entails considerable labor, and should result in lower fuel costs.

Repairing Locks and Other Hardware

If a competent locksmith can be obtained under a WPA project, he can render real service by checking, overhauling, and repairing miscellaneous locks, of which there are many types and kinds in a school system. If he can cut duplicate keys, this may be desirable.

Competent workmen also may be of service in checking and repairing such hardware as panic bolts, door closers, door holders, hinges, etc.

Furniture Repairs and Refinishing

If competent workmen are obtainable they can do many odd jobs which too often are overlooked or unreported by the regular school employees. For example, in a classroom all the pupils' desks may be checked to see that they are properly screwed, bolted, or fastened, as the case may be. All other pieces of furniture may be checked for such items as loose screws, sticking drawers, sagging hinges, cracked glass, loose chair spreaders, broken hooks, lost drawer pulls, etc.

School desks, tables, chairs, and similar types of equipment receive a great deal of surface wear and tear, and considerable abuse in the form of carving or marking. For this reason the articles of furniture must be refinished from time to time if they are to keep in good condition and maintain a reasonably neat appearance. In some cases this refinishing may be a simple task, necessitating only a good washing to remove the soil film, and a slight sanding before the surface is recoated with varnish, lacquer, paint, or enamel, as the case may require. In other instances more extensive sanding is required before the furniture can be refinished. An electric sanding machine of the small hand type may prove very useful, but if necessary considerable hand labor may be used to some advantage.

In place of sanding a surface, it may be found desirable to remove the surface film by chemical means. Several commercial varnish removers are available for removing paint, varnish, or enamel. An excellent "homemade" varnish remover that is far superior to most commercial removers consists of nothing more than equal parts of acetone and benzol with a little paraffin wax added to prevent excessive evaporation. The paraffin wax is added at the rate of $3\frac{1}{2}$ pounds per 10 gallons of the acetone-benzol mixture.

For removing a lacquer film, lacquer thinner may be used.

If a WPA project calls for the refinishing of a large number of pupils' desks, the job may be facilitated by removing the old varnish in an alkali bath. This process requires a tank of sufficient size so that a desk may be placed in it and completely immersed in an alkali solution. The alkali solution is made up in accordance with the following directions: To 250 gallons of warm water, add 15 pounds of industrial alkali for the first 200 desks to be dipped, plus 10 pounds for each additional lot of 100 desks. Leave the desks in the solution about two minutes, then remove and brush vigorously with a stiff brush and scraper, at the same time having a stream of water directed at the desk to carry off the dissolving film. The worker should be protected by rubber gloves, rubber boots, and a heavy apron over his clothes.

Machinery and Special Equipment Repairs

A competent machinist may be useful in checking and overhauling various types of machines found in machine and manual-training shops.

A clock repairman may be of service in

cleaning, repairing, and regulating clocks which need attention and adjustment.

A competent piano repairman may replace keys, adjust strings, rebuild hammers, and in other ways improve the physical condition of school pianos.

A window-shade repairman may find the public schools a fertile field for his services, for window shades can be cleaned, patched, reversed, rebuilt, or adjusted. New shades may be built for one building and old materials salvaged for another.

An auto mechanic may overhaul school-owned automobiles to good advantage.

An upholsterer may find many pieces of school-owned equipment in need of his services.

Electrical Improvements

An electrician who understands motors may check school motors, clean commutators, adjust brushes, and give them a general cleaning if nothing more is required.

An electrician who understands his business can make needed minor adjustments and repairs in checking over the miscellaneous electrical connections, switchboards, fuse boxes, lighting switches, receptacles, light fixtures, floor plugs, pilot lights for iron outlets, and various other types of outlets.

A more ambitious program of electrical improvements may call for the complete rewiring of entire buildings; the installation of more efficient types of lighting fixtures; the installation of convenience outlets in different parts of the building; the dividing of circuits; putting all the lights in a single room on two or more switches in place of using a single one; installing three-way switches in corridors, stairs, or special rooms; or installing footlights on a stage.

In developing a WPA project it may be found that the cost of making some slight changes in electrical wiring will be more than offset by the saving in the cost of current used.

Plumbing Improvements

A competent plumber may be of service in making such minor repairs as reseating faucets or valves, replacing washers in faucets and valves, repacking valves, adjusting toilet and urinal flush boxes, adjusting toilet and urinal flush valves, adjusting drinking fountains, cleaning traps and drains, and many other similar types of plumbing jobs.

A more ambitious program may call for the rebuilding or complete installation of new toilets in the schools. New toilet bowls may be installed, or new seats, or the more modern individual flushing equipment provided. New urinals may replace old, obsolete provisions. Hot-water tanks and heaters may be installed and hot water piped to certain washbowls. More and better drinking-fountain provisions may be made. Slop sinks and water may be provided for the custodian in various parts of the buildings. When needed, shower bath equipment may be installed or improved. More adequate provisions may be made for sprinkling the lawns. Floor drains may be placed in certain strategic places to facilitate mopping and cleaning.

Heating Improvements

Competent steam fitters may do a variety of minor but useful jobs such as cleaning traps, repacking valves, repacking flanges, etc. Radiators may be rebuilt, or pipes may be covered. Automatic temperature control may be installed, although this requires a considerable outlay for materials and equipment. One-pipe heating systems may be changed to the more efficient two-pipe systems. High-pressure heating plants may be changed to low-pressure. Automatic stokers may be installed, although

this requires a high percentage of the cost for equipment. Old boilers may be replaced with new. In some cases, it may be a good investment to lay a log or build a tunnel between buildings in order to carry steam lines from a central heating plant.

In connection with heating improvements, a patternmaker may build patterns for grates or other boiler or stoker parts that must be replaced from time to time. As a rule, these parts may be cast cheaper than they can be purchased from the distributors.

In some cases boiler efficiency may be improved by increasing the height of the smoke-stack or by sealing cracks and crevices.

Building Furniture and Equipment

A survey of the wants of teachers in a school system usually will reveal a demand for a variety of additional pieces of furniture and equipment, or for little improvements and adjustments to existing equipment. Common sense has to be used in responding to these requests, or the schools soon might contain a hodgepodge of equipment not entirely suited to school needs. However, many requests are reasonable and might well be cared for under a WPA project.

Various types of cases, tables, and benches may be found desirable. Bulletin boards may be installed. In some cases flower boxes, or stands, or pedestals for art objects may be sensible. Additional shelves may be installed in closets or existing cases, or it may be found desirable to rebuild the interior of certain cases. Doors may be added to open shelving to form closed cases. As a matter of fact, one only has to ask teachers what they would like in the nature of additional furniture and equipment with a WPA project in order to develop a long list of potential jobs. The school official's task consists of separating the sensible and reasonable requests from the foolish ones.

Roofing Repairs

Roofs should be kept in a good state of repair, for leaks prove to be costly if not given prompt attention. They usually result in falling plaster, stained walls and ceilings, rotting timbers, rusting metal and further roof deterioration.

Under a WPA project, a roof may be completely rebuilt, or recoated, or simply patched in weak spots. The flashing may need attention. Metal valleys, decking, gutters, and downspouts should receive attention and needed repairs. Tile and slate roofs may require the replacement of individual pieces that have cracked or blown away.

Miscellaneous Jobs

Under a setup such as the WPA program, school officials should be able to develop endless lists of wants and desires, although they may be handicapped by the lack of adequate funds for materials. To bring this article to a close, this final section will simply mention additional jobs without going into further detail. The reader may get some useful ideas from this list.

- Building bicycle racks or sheds.
- Plastering or fireproofing basement and boiler-room ceilings.
- Rebuilding stairways not of fire-resistive construction.
- Putting safety treads on stairways.
- Building storm entrances or vestibules.
- Changing swing of doors.
- Putting glass in corridor doors to classrooms.
- Glazing windows.
- Installing skylights in strategic places.
- Installing terrazzo floors in corridors.
- Installing tile or terrazzo floors in toilets.
- Building manholes for sewer lines.
- Rebuilding metal lockers.
- Installing outdoor drinking fountains.
- Removing partitions to increase size of rooms.

(Concluded on Page 74)

Some *Duties* of a School-Board Member¹

Ralph W. Norman, Esq.²

The duties of a school-board member are so varied and so involved that it will be impossible in a limited time to cover all angles. I will therefore endeavor to touch upon only those matters which I deem most important. At the outset let me say that to my mind, the board of education is the most important local body which we have in our scheme of government. Public schools are the very foundation of our society, and the future of our government depends to a very large extent upon the efficiency with which the affairs of our public schools are administered.

My observation, during the fifteen years I have served as a board member, have convinced me that the duties of a board member commence before he takes office. All too many of our citizens become candidates for the office of a member of the board of education without realizing the responsibility such office carries or perhaps for the purpose of giving vent to some pet peeve. A school whose policies are determined by such men is bound to retrograde.

Now let us be specific as to the actual duties of a board member. What are his duties? I have known many board members who seem to think their only duty is to cut school expenses. They are opposed to anything that costs money but oppose nothing unless the question of money is involved. To illustrate, they will argue all night over buying a new sewing machine for the domestic-science department but show no interest in the superintendent's plan for taking care of some problem child. I do not mean by this that the board of education should not be interested in how school money is spent. The question of school finance is, without doubt, one of the most pressing questions of today and one which, in the very nature of things, must be solved by the board of education.

Children More Important than Dollars

What I do mean is that our children are more important than our dollars and the question of making better citizens is more important than saving money. The conscientious board member will be looking for ways and means of bettering the schools at the least possible expense to the taxpayer.

I know board members who never give a thought to the schools outside of board meetings. A few years ago I met a board member in a city where a new schoolhouse was under construction and asked him how the work was progressing. He replied, he guessed it was coming along all right. A little later in our conversation he admitted he had never been near the building since construction had been commenced; that he was busy with his own business and couldn't be bothered with school matters except at school-board meetings. That man had no business being on the school board. If one cannot give enough of his time to the schools to keep in touch with its general activities, he should step aside and let someone who will do so take his place.

A board member should be constantly on the alert to learn of any discord or criticism involving the schools, and when such matters are brought to his attention take immediate steps to ascertain the facts. In my own experience I have found that if a board member, upon hearing of some rumor reflecting upon the schools,

will immediately run down its source and ascertain the facts he can ordinarily straighten the matter out and avoid what otherwise might be a very disagreeable school fight.

There is nothing that will create as much enmity or disrupt the peace of a community as a school fight. Some of the most bitter controversies I have encountered in my law practice have grown out of some dissension over school matters. As a general rule, the cause of these controversies was some trivial matter not worth considering and in a majority of cases could have been avoided had the school board been on their guard and used a little tact. I have known communities to be torn apart because teachers were barred for their religious views or for their nationalities. Such discrimination is not only unlawful but foolish. Such a thing not only disrupts the peace of the community but well-nigh destroys the educational program of that community. Our schools, if properly handled, will not only educate our youth but can be the moving factor in welding the various factions of our community together.

Perhaps the most important duty of the board of education is the selection of and attitude toward the superintendent and teachers, particularly the superintendent. The board of education cannot in the very nature of things look after the details of school administration. These matters must to a large extent be left to the school head. In the first place, the greatest care should be exercised in selecting the school executive. The qualifications, character, personality, and experience of the candidates under consideration should be carefully considered because the general welfare of the school will depend to a large extent upon him.

I recently talked with a board member who had a very unusual and I think a meritorious plan for selecting a superintendent. When his board contemplated making a change, he wrote to some twelve or fifteen prominent schoolmen in the state and asked them to suggest the names of ten possible candidates whom they thought were outstanding and who might be interested in the position. From the list thus received the board picked those who appeared to be most promising and investigated them thoroughly. In this way they eliminated a vast number of applicants who were not at all qualified but who would have consumed hours of the board members' time. Other schools of course proceed in other ways but this plan appealed to me as having more than passing merit.

Relation of Board and Superintendent

Once a superintendent is selected the relation between him and the board becomes important. To my mind, a policy of absolute fairness and candor must exist. A maximum in school efficiency cannot be obtained if the board is suspicious of their superintendent or if the superintendent is not open and above board with the board of education. When a question as to any policy to be followed is presented, the merit or demerits of the plans should be discussed freely. If a board member thinks that the superintendent is wrong, he should frankly so state. On the other hand, the board should demand that the superintendent be absolutely fair with them. It sometimes happens that a superintendent will devote much more time to superintending the board of education than he does superintending the schools. This should not be tolerated, and a board of

education which is alert and has the best interests of the school at heart will not tolerate it.

As I said before, it is not the duty of the board of education to look after the details of school administration. This is the duty of the superintendent. Too much meddling by the board as to minor details of school administration will invariably lead to discord. The board should decide the general policy of the school and leave the working out of details to the superintendent. If the board cannot trust the superintendent to do this, it is time to change and secure someone they can trust. The superintendent is, in other words, the expert adviser of the board. He is trained along educational lines and is or should be hired to work out the details of the school administration so as to get the most possible good out of the school dollar.

The Hiring of Teachers

The hiring of teachers is another difficult duty which falls upon the board of education, and here again the board must rely to a great extent upon the superintendent. While I do not think that the board should leave the hiring of teachers entirely to the superintendent, they should give serious consideration to his recommendations. He is particularly fitted to judge the qualifications of teachers and his opinions with reference thereto are entitled to great weight.

I would compare the relation of the board to the superintendent to the relation of the individual to his doctor or lawyer. When the individual consults his doctor he tells him of his symptoms, how he feels and probably what he thinks is wrong with him, but no one would attempt to tell the doctor what course of treatment he should follow. This is left to the doctor and, if the patient is not satisfied or recovering as he thinks he should, he discharges this doctor and consults another, and so it is with the superintendent. He is the expert whom you employ to prescribe for your schools and any time you are convinced that he is not prescribing as he should, he should be discharged and a more competent one employed.

There is another and perhaps more important duty of the board member and that is his duty toward the other members of the board. If the board is to function for the best interests of the schools all personal enmities and animosities must be set aside. The board member should be as frank with his fellow members as he should be with the superintendent. He should forget any personal feeling he may have and give his fellow members' views the consideration they are entitled to. He should not use the expression of other board members, made in board meetings, to injure them in their business or social standing.

I have known board members who would, when consulted about the action of the board on some issue, inform his inquirer that he personally voted a certain way but that So-and-so and So-and-so were responsible for the action of the board. This attitude is about as unfair and disreputable as one can imagine. All board members have friends, acquaintances, and business associates who may have dealings with the board and against whom the board may have to take action, and he should be free to take such action as he may deem best without having the "buck passed" to him. The only sensi-

¹A paper read before the Nebraska School Boards and Executives Association, January 28, 29, 1936.

²Member, Board of Education, Ord, Nebraska.

The Board of Education and Its Architect¹

Don L. Essex²

In the discussion of this topic the writer has felt free to pick and choose, to include and to omit. No attempt has been made to cover all phases of the relations between a board of education and its architect.

In the writer's experience, failure to give proper consideration to certain items has resulted in many disappointments in the planning and construction of school buildings. It is these items that have been dealt with in this article.

Selection of the Architect

Two Poor Methods of Selection. Mr. Board Member, if you were going to employ a lawyer, how would you go about it?

Perhaps you would invite a number of them to present briefs showing their proposed methods of handling your case, and then you would choose the one who had his brief dressed up in the smartest binding and tied with the prettiest ribbon!

Or perhaps you would invite a dozen lawyers to your office some night, have them assemble in the waiting room, and then call them in one at a time and have each one tell in fifteen minutes why you should choose him to handle your case.

Perhaps you would do these things, but the chances are, let us hope, that you would not. But practices comparable to these and just as absurd and as unjust to reputable architects are in too common fashion in the selection of school-building architects.

The selection of an architect by competition may be a case in point. Some boards invite architects to submit perspectives of a proposed new building as the competitive symbol. What is the result of such a procedure? Why, the architect who can draw the prettiest picture gets the job. Unfortunately, the perspective that wins may represent the poorest educational planning, the most wasteful layout, and may produce the most substandard space, but it takes the collective eye of the school board and so the drafter of pretty pictures is employed. He may be the most incompetent of all the competitors.

The practice of inviting a group of architects to appear before the school board during one evening is no less censurable. Picture a dozen or fifteen architects, full-grown men, mind you, assembled in the school library. Here they sit like a group of school boys asked to remain after school hours to be cross-examined by the principal. One by one they are called in to the board room, and each is asked to tell in fifteen minutes why he should be employed as the architect for the proposed new building.

What is the result of this procedure? Usually the architect with the most plausible fluency and the biggest sack of promises gets the job. He may be the worst of the lot.

These practices are bad. Do not use them.

A Recommended Method of Selection. Now for a positive approach to the problem.

Visit several school buildings that have been recently constructed by different architects. Study them for their exterior design, their functional planning, their structural composition and condition.

Talk with the principal of the school. Find out how efficiently, in his judgment, the build-

ing houses the educational program, how well it lends itself to good administration.

Talk with members of the local board of education. Find out if the architect co-operated well with the board, its agents, and with the supervisory officials; learn if he gave adequate supervision during the construction of the building, if he was honest and sincere, if he was firm and just in dealing with the contractors, if he was able to complete the project within his original estimate.

Having done these things, reduce your list of architects to, say, three, and invite each one to meet with the board for a day. During this period again visit one of his buildings in his company, and raise all questions in regard to the planning and construction that seem pertinent. Following these three conferences, select one of the architects and enter into a formal contract with him.

In your selection beware of the architect who

a) Can construct the building you want cheaper than any other architect. You may have to get a second appropriation, or even a third.

b) Will agree to build inside an appropriation before he has been advised of the educational program to be housed or has been provided with the educational specifications.

c) Will accept less than the standard commission. Expert and honest professional service rarely comes cheap.

d) Will offer to perform at no additional cost to the district numerous duties outside of and in addition to the usual architectural services.

Terms of the Contract

A. I. A. Form Recommended. The standard form of contract approved by the American Institute of Architects is recommended.

Contract Should be Signed Early. There have been instances when no written contract was signed until the project was well advanced. The board simply had an "understanding" with the architect. And then when the time seemed propitious for signing a contract, it frequently developed that the board on the one hand and the architect on the other had rather divergent ideas as to what the understanding was.

The Conditional Contract. In the planning of a school building it is essential that certain preliminary work be done before the amount of appropriation can be accurately determined. In New York State, in our smaller communities, the appropriation must be authorized by a vote of the electors of the district. The board, however, may legally without the authorization of such a vote, enter into a contract with the architect for preliminary services, which is customarily interpreted as one-fifth of his commission. It is only natural that boards of education want to escape paying for these preliminary services in the event of an unfavorable vote. And many architects eager for work have signed conditional contracts; that is, standard contracts carrying the clause that in the event the appropriation is voted down, the board of education is released of all financial obligation to the architect, but that if the appropriation is acted upon favorably the architect is to get his full commission, including payment for preliminary services.

This procedure may seem like good business on the part of the school board. But no business is good business where one of the participants takes all the risk and may be required to spend his time, money, and energy and get

no return. Why should an architect who in most instances is a stranger in the community, and who usually practices architecture as a means of making a living, be asked to work for nothing?

This practice may save the school district money, but the saving of the skins of the school-board members is frequently the impelling motive for their demanding a conditional contract. They dread the repercussions in the event of an unfavorable vote and they are obliged to pay an architect several hundred dollars for fruitless work.

A conditional contract may result in complications that are entirely unforeseen at the time of the signing. There is, for example, the case of a school board that signed a conditional contract with an architect; that is, they inserted the clause that the district would be financially obligated to the architect only if the appropriation were voted by the electors.

The election was held and the proposition defeated decisively. The project was, therefore, dead and remained dead for a year when the existing school building burned to the ground.

Another election was held and this time an appropriation was voted. The board, now changed in personnel, signed a contract with a different architect. Were they obligated to retain the original architect? They thought not. He thought they were. It may be that the courts will have to decide the issue.

School boards should realize that there is no satisfactory substitute for a straightforward contract where the architect agrees to do certain required work and the board agrees to pay him a stipulated amount of money for his work.

The Board, the Architect, and the Appropriation

Have you ever inspected a new school building and found a great many things wrong? The science room was too small, the auditorium stage was shallow, the showers and lockers were inadequate, no provision had been made for general lockers, the storage space was inadequate, the blackboards were of cheap composition, the roof was of poor quality, and in general cheap material had been specified throughout the building. Furthermore, the building from the point of view of efficient administration and pupil circulation was poorly planned, and incapable of a high degree of utilization.

The first expression that springs to your lips is, Who was the architect on this job? He's the fellow for us to stay away from. Well, the architect may be to blame; or the school officials; or the state supervisory officials. But in the absence of positive evidence the best single guess is that the guilt for such an atrocity lies in the appropriation.

And why the appropriation? Because, in many instances, in the planning of a school building, the amount of the appropriation is the first thing decided upon. The board decides that it can spend only, say \$100,000. This amount is talked among the people of the district and the board becomes committed to it.

The next step is to set up the educational specifications for the new building; that is, the number, size, and character of the rooms that will be needed. These specifications are based upon the educational program that is to be housed in the new building. The board then calls in Architect Jones, hands him the educational specifications and says "We have \$100,000 to spend."

Architect Jones meets with the board again within a few days, and having prepared floor plans and determined the cubage, says to the

¹This is the fifth paper in a series of articles prepared to explain and interpret the Board of Education Business-Efficiency Rating Card published in the December issue. An additional article prepared by a member of the Rural Education Division of the State Education Department, Albany, New York, will appear in a later issue.

²Supervisor, School Buildings and Grounds Division, State Education Department, Albany, New York.

board: "This building can't be built under \$125,000."

Says the board president grimly: "One hundred thousand. Not one cent more. That's all we dare ask for. If you can't do it for that amount we'll give the contract to Architect Smith. He says he can do it for that."

Architect Jones sets to work and through no fault of his own produces an atrocity.

It is true, of course, that in many districts with low assessed valuation, the building must be cheaply built and the accommodations severely limited if there is to be any building at all. But this is no excuse for poorly planned buildings in any district nor for the acceptance of poorly planned, and poorly constructed buildings in districts of average means.

This situation can be overcome in a large measure by delaying the determination of the appropriation until the board has outlined the educational specifications and the architect has in turn prepared his preliminary sketches and has presented his estimate of cost to the board; that is, until there exists some real basis for determining the amount of the appropriation. Further, in addition to the estimated cost of construction, the appropriation should include every item of expense which may be reasonably anticipated—architect's, engineer's, and attorney's fees, grounds, equipment, and a long list of incidentals which the architect knows from his experience must be expected.

This total estimate should be considered preliminary and, following the acceptance of contractors' bids by the board, should be re-examined, revised if necessary, and then with the advice of the architect formally adopted by the board as a building-fund budget. No major decision should be reached regarding approval of structural changes or the inclusion of additional projects without first studying the effect which this decision will have upon the building-fund budget.

The Architect as the Board's Professional Adviser

If you were sick and your physician said you had arthritis, and a half dozen laymen said you had the measles, whom would you believe? Or if you were injured in a railroad accident, and your attorney, after having studied your case thoroughly, advised that you could not collect damages, but the butcher, the baker, the grocer, and the chiropractor said you could, whose advice would you follow?

Of course, it's possible in the first case that you might have the measles, and it's also possible in the second that you might be able to collect damages from the railroad, but most of us in matters of law and medicine rely completely upon the specialist in these respective fields. This is proper, for if the specialist doesn't have the answers, how hopeless it is for the laymen to diagnose his own problem!

So it is with the board and the architect. He is employed as the board's professional adviser on school-building planning and construction, and the board should seek and be guided by his advice. Unfortunately, building construction is something on which almost everyone feels he is somewhat of an authority. The board frequently lends its ears to these back-seat advisers to the neglect of the architect.

There is the case where in the appraisal of a proposed school site, the architect assisted by his engineers estimated that it would require \$15,000 to grade the property. Certain high-school boys, students in a class in geometry, acting under the guidance and direction of a local gravel hauler, estimated that the grading could be done for \$3,000. And the board accepted the estimate of the boys as being the accurate one!

Shrewd, and in many cases, unprincipled salesmen of construction material, have learned to side-step the architect and to deal directly with the board, or with individual board members. Frequently a deal for material is made without the architect being consulted.

Throughout the planning and the construction of a school building the board of education should look to the architect for guidance on those matters that lie in his field of professional training and preparation, and should make no decision relating to these matters without first consulting him. If a choice is to

be made by the board that is contrary to the judgment and advice of the architect, the interests of the district dictate and good practice requires that action be taken only after the board has had a full discussion of the matter with the architect.

It is not imperative that the architect's wishes be followed in every particular, but where the board acts contrary to these wishes it should assume full responsibility for its choice. Where the choice is in keeping with the advice of the architect both must share the responsibility.

The Qualifications of a School-Board Member¹

Leo Wyman²

First, let us determine the importance and magnitude of education as an industry, and as a national project. The importance of this institution, financially, might be expressed in these few facts: Education involves an annual expenditure of over \$2,000,000,000, or an average of \$100 per student for over 23,000,000 children, or 17 per cent of our present population. Finances comprise the largest business in every school district, regardless of size, and it is the only business that has any direct relation to every household in the district.

The standard of superiority of the American schools has been achieved under the management of school boards, the authority of which comes from the state. Education is of more than local interest; it is a function of the state, thereby eliminating the spasmodic management and legislation. In an extensive study of the social beliefs and attitudes of American school-board members, it has been found that in general, the members of boards of education throughout the United States hold conservative attitudes toward political, international, educational, and social problems.

The School Board of Other Days

In order to bring out some of the undesirable qualities of some board members, let me bring to you a picture which made an indelible imprint on my memory when I was in school. It was the first day of school, and in the front of the room sat six men. One of them was an old man, roughly dressed, with deep, piercing eyes, gleaming out through a beard of about three weeks' growth. It was his duty to issue supplies, such as pencils, paper, pens, and ink, with the instructions that they must last a given length of time as the district was terribly in debt and could hardly afford this much. His interest was only in cutting expenses to the limit, regardless of results.

Next to this man sat the treasurer. He was the banker of our little town, and, of course, was interested to the extent that he absorbed all the registered warrants of the district. He did not care whether the budget was balanced.

On the right of the banker sat two merchants, one a druggist, who furnished all the school supplies without any recommendation whatever, except that they must come through his store. The other merchant sold fuel, which was by no means a small item, considering the type of building used then, and the lack of teacher judgment in using the old stove without regulation of ventilation or thermometer.

At the end of this row sat a farmer, who

being rough in character and the father of a large family, had no interest in the school whatsoever, and came to board meetings only when there seemed to be some difficulty. He would be a "yessir" man for whichever side patted him on the back and treated him the best at that particular time. His judgment, whenever he had any, could never be relied upon.

The sixth man, being only of average ability, had no power to influence affairs, so you can readily see the only thing to make conditions more undesirable would have been an "over-enthusiastic mother." Now don't misunderstand that phrase, for I firmly believe a woman board member is just as efficient as any man, especially if she is the mother of children in school. You know "mother" always gets the low-down on school conditions through her children without having to ask for them. And mother will visit the school once in a while, but it seems hard for father.

Now, as would be expected, this board had no regular meetings, place, or time, no definite idea as to administrative selection; they elected their own teachers, and looked after their own interests for what little personal benefit they could derive.

The Present-Day School Board

About twelve years ago, I had the privilege and, I think it was a privilege, to become a member of the board of education in this same district. It happened that we were to have a change of administrative heads that year. This information had somehow "leaked out" in advance, and an "open season" seemed to be on, for applicants began to appear first one at a time, and then in groups. I thought, "How in the wide world will I ever do justice to this condition?" and finally, in desperation, I constructed a chart and gave each man a rating as to education, preparation, and character in general. In that way, after a group of nearly two hundred applicants had appeared, I was still able to definitely decide on one or two outstanding members who, I thought, would fit our conditions. My fellow board members were completely "at sea," even wanting to use my chart.

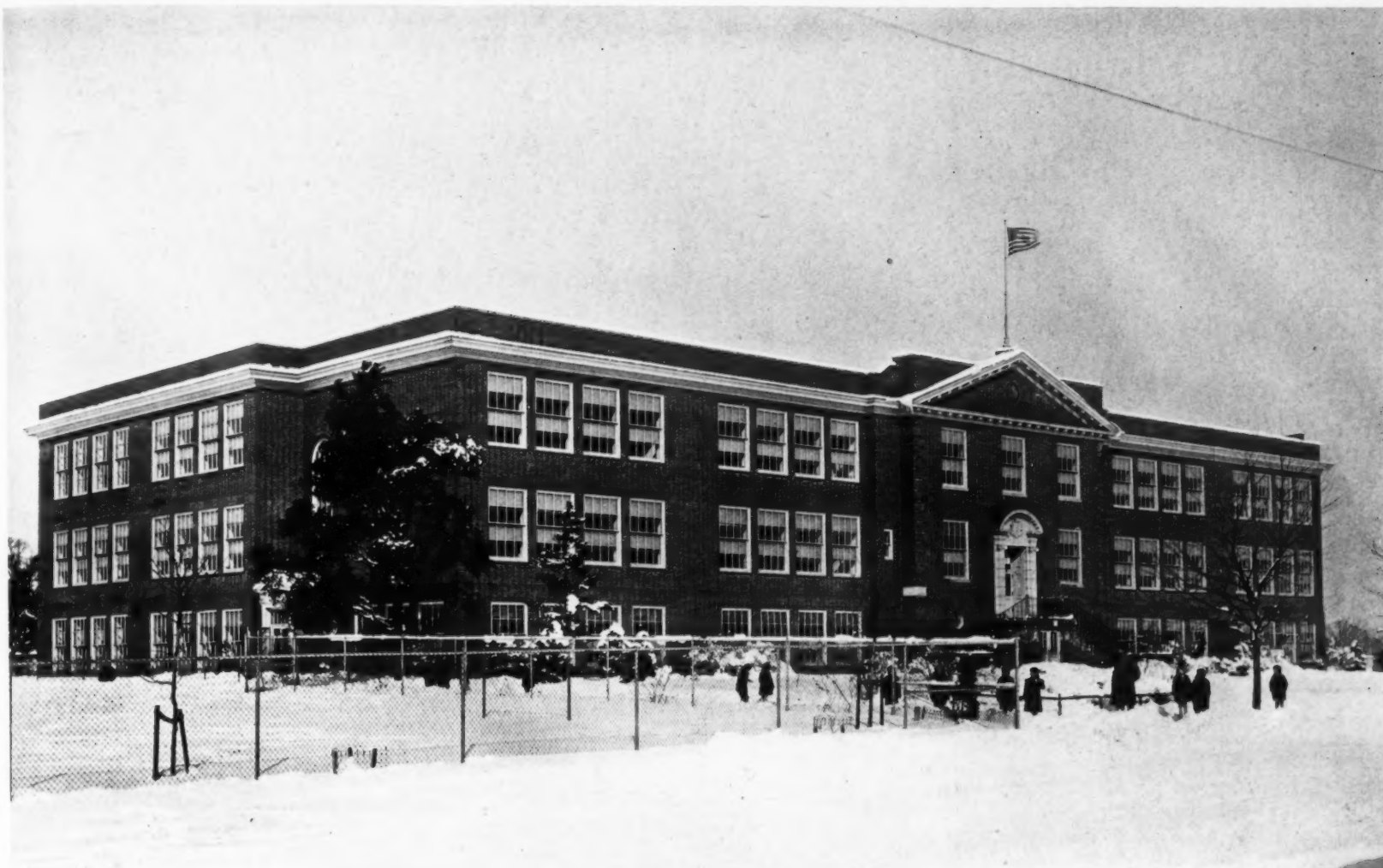
Qualities of Success

The qualification which will bring the greatest results in school-board affairs is "co-operation among the members of a board." The degree to which this is developed is directly proportional to the results of the efforts.

During my eleven years' service on this board, I have had the privilege of signing the diplomas of two of my own children. It has

¹A paper delivered before the Association of Nebraska School Boards and Executives, January 28-29, 1936.

²Director, Board of Education, Gibbon, Nebraska.



GENERAL EXTERIOR VIEW, GREEN STREET SCHOOL BUILDING, CLAYMONT, DELAWARE
Walter Carlson, Architect, Wilmington, Delaware.

The Claymont Public School

H. E. Stahl¹

The Claymont Public School building represents the results of growth and change—growth in the school population of a community—and more especially change and improvement in the educational program which the community is providing for its children. When the original building was built in 1923, it was believed to provide completely for the school population and for the existing educational program for a considerable period of years to come. In four years, however, it was necessary to considerably enlarge the building, and six years thereafter, further enlargements were necessary.

The Claymont Public School was built in four sections: first, the original building; second, Addition 1; third, Addition 2; fourth, the remodeling of the auditorium. The main building was erected in the form of a letter T; the combined auditorium and gymnasium, forming the stem of the T was placed at the rear, which allowed for future classroom expansion of each front wing. The original building was built in 1923–1925, and Addition 1 in 1927–1928.

Because of the rapid expansion of the community, it was found necessary again to increase the size of the building by erecting an addition at the rear of the old auditorium-gymnasium to accommodate the required large-scale units, such as the industrial-arts shop, the cafeteria, a drawing room, a game room, the gymnasium, the locker and shower rooms, which had been housed inadequately in the



THIRD FLOOR PLAN, GREEN STREET SCHOOL BUILDING, CLAYMONT, DELAWARE
Walter Carlson, Architect, Wilmington, Delaware.

¹Superintendent of Schools, Claymont, Delaware.



A SIDE VIEW, GREEN STREET SCHOOL BUILDING, CLAYMONT, DELAWARE, showing the relation of the main building and the industrial-arts and gymnasium addition to the rear.

original building. This addition, known as Addition 2, was completed in January, 1935.

After Addition 2 was completed, the space originally used as a combination gymnasium-auditorium was made available for auditorium purposes. The work of remodeling this space was completed in the summer of 1935.

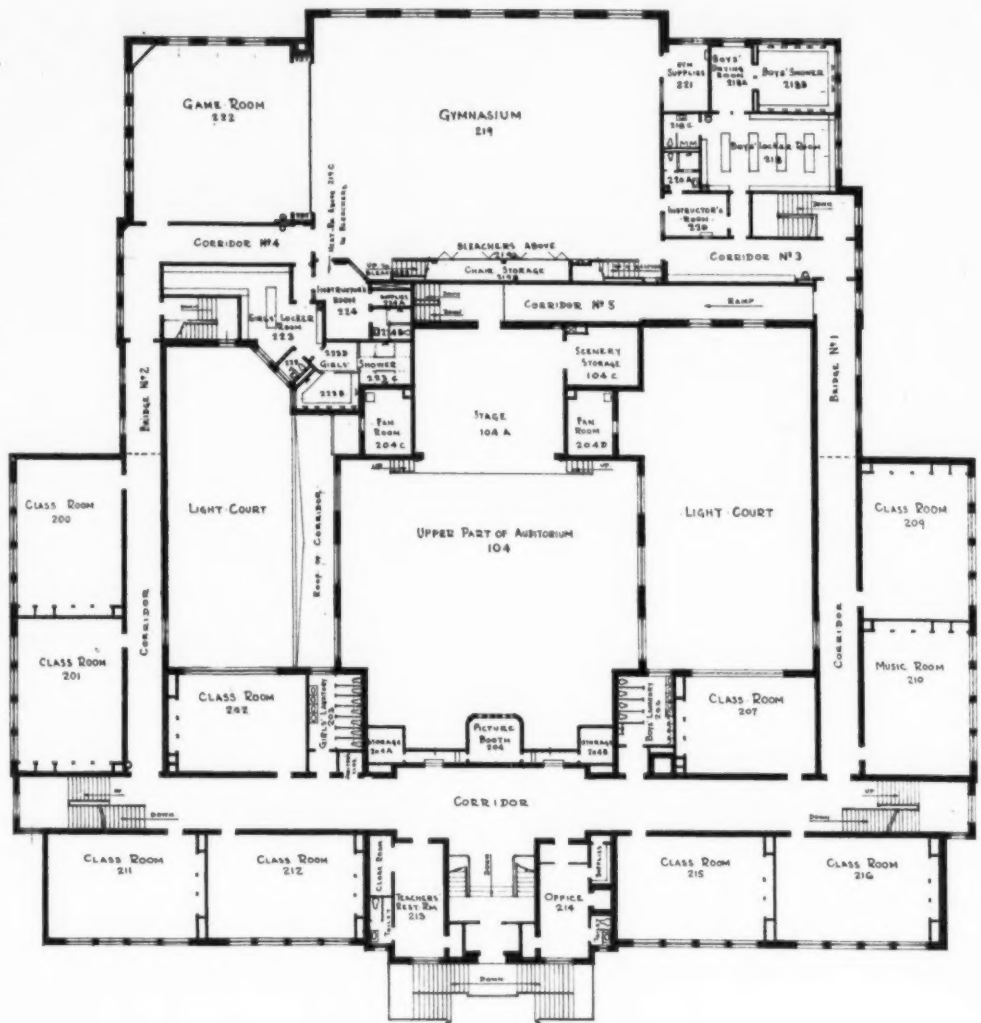
The original building is constructed with outside bearing walls and corridor-bearing partitions of brick. The classroom floors are wood-joint construction, and the partitions are of wood and plaster. All corridors have reinforced-concrete floors and are fireproof.

The maintenance of the building has been looked after carefully from the beginning, and as a result, the old sections are in fine condition.

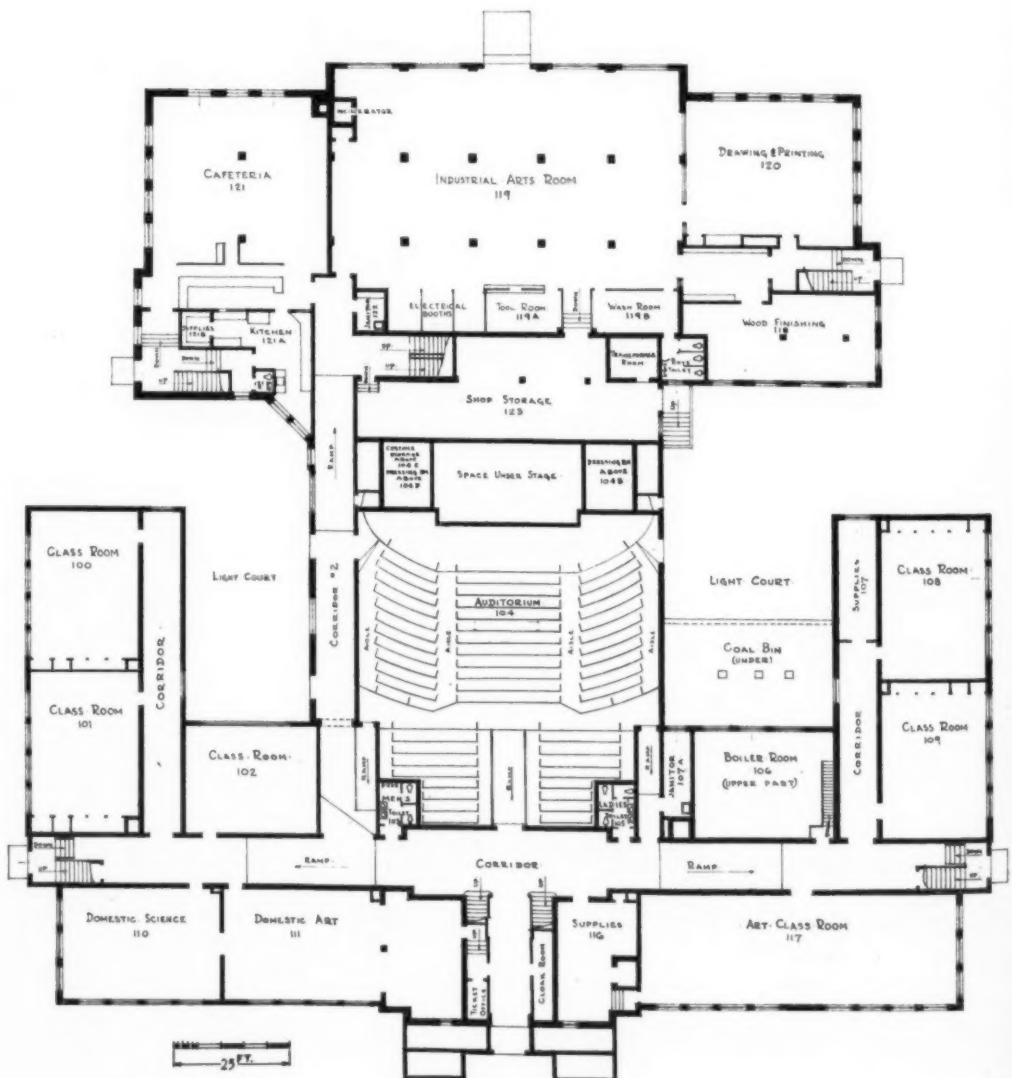
The requirements of the Addition 2 were of such a nature that it was deemed advisable to use a different type of construction from that used in the original building. It was the desire of the building committee to have the new portions substantial and fire-resistive, and to use materials that would keep maintenance costs down to a minimum. The Addition 2 is built with brick bearing walls and steel frame for the long spans, and steel joists for framing the 2½-in. concrete-slab underfloors. All wood-finished floors are fastened to wood sleepers set in the concrete.

One of the particular requirements of the new addition was good sound-absorption qualities of the ceilings and floors. As the nature of the occupancy of Addition 2 required hard or impervious materials for the walls, it was decided to use acoustical plaster and acoustical tile ceilings. The entire industrial-arts room, the gymnasium, and the game room have hung ceilings of acoustical tile. This material has been found effective in absorbing the noises produced in the industrial-arts room and the cafeteria, and also in the prevention of sound transmission from these rooms through to the game room on the second floor. It was also found desirable to prevent gymnasium noises from traveling through to the rooms below. In order to accomplish this, a floating-type, sleeper construction was used for the floor, which has proved to be very effective. Noises from the shop cannot be heard in the gymnasium immediately above, and vibrations due to class-work in the gymnasium do not disturb pupils in the rooms below. Acoustical plaster has been used in all corridors and stairways. The added expense of acoustical materials throughout Addition 2 has been well justified.

The windows in Addition 2 are steel and of the ventilating awning type, which give maximum light and avoid the complications caused by double, pivoted windows. All floors in the gymnasium, game room, and industrial-arts room are best-grade maple, treated with penetrating finish. In the cafeteria and lower corridors, an asphalt tile was used for maximum resiliency and quietness. All corridor floors above the ground level are finished in battle-ship linoleum. As the first floor is slightly below the outside grade, a membrane waterproofing was provided for walls and floors.



SECOND FLOOR PLAN, GREEN STREET SCHOOL BUILDING, CLAYMONT, DELAWARE
Walter Carlson, Architect, Wilmington, Delaware.

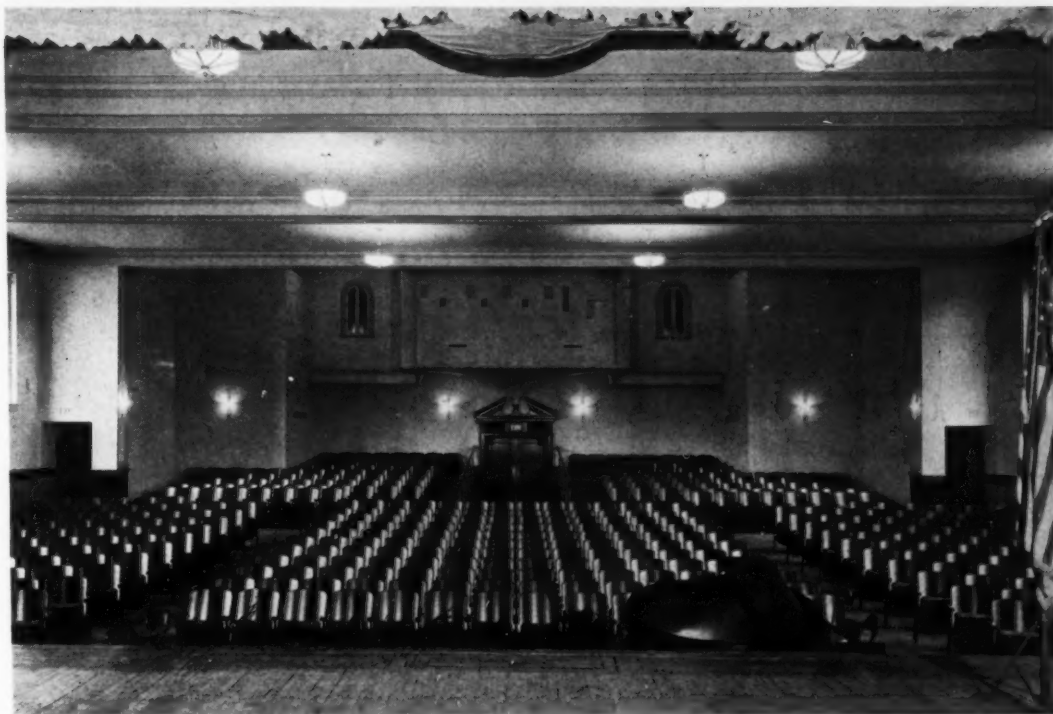


FIRST FLOOR PLAN, GREEN STREET SCHOOL BUILDING, CLAYMONT, DELAWARE
Walter Carlson, Architect, Wilmington, Delaware.

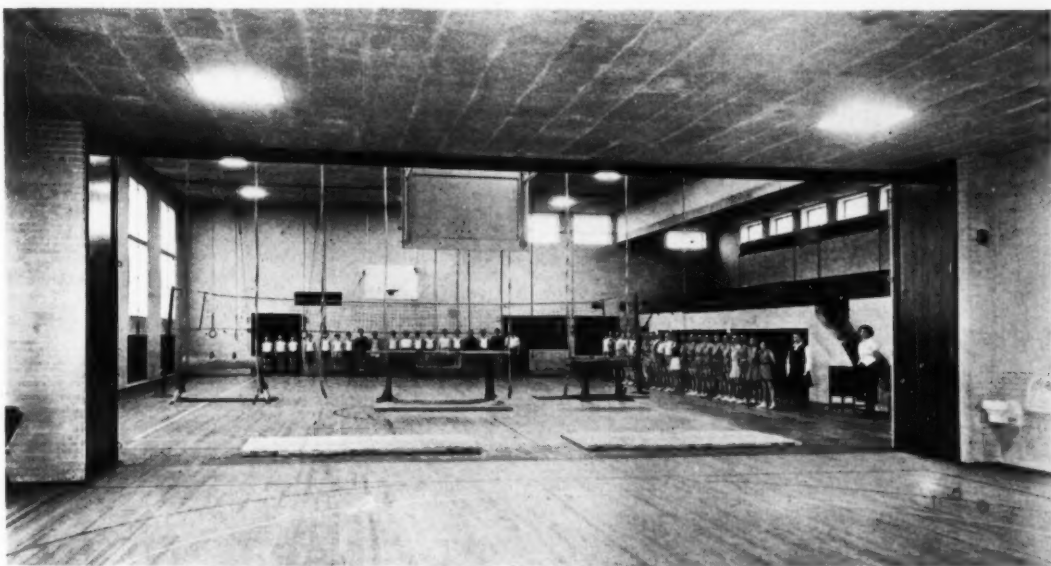
The size of the shop has been particularly approved by school experts, who are familiar with this branch of schoolwork. It is one of the largest and best-equipped general shops in the East, and offers a well-balanced prevocational course. The classes have undertaken successfully the construction of various school utilities and have made replacements and repairs in the building.

As the location of Addition 2 was at the rear of the building, it was deemed inadvisable to spend much money on architectural features. The exterior was kept very simple, carrying out the fundamental lines and endeavoring to tie up the new unit with the original building. Had the building been planned originally with all the units included in the present building, it would have been possible to avoid the bridges and to reduce the length of some of the connecting corridors, but it is felt that the efficiency of the plan would not have been increased greatly. This solution of an enlargement of the problem is an indication of what must be done to enlarge a schoolhouse for an enlarged instructional program as well as for increased attendance.

After Addition 2 was finished, the changes



AUDITORIUM OF THE GREEN STREET SCHOOL BUILDING, CLAYMONT, DELAWARE
VIEW FROM THE STAGE



THE GYMNASIUM OF THE GREEN STREET SCHOOL BUILDING, CLAYMONT, DELAWARE
The view is taken from the game room, which serves for general play purposes, for correctional work, and for various extra-curricular activities. Both rooms have hard maple floors, buff face-brick walls, and acoustic tile ceilings.



THE INDUSTRIAL-ARTS SHOP, GREEN STREET SCHOOL BUILDING, CLAYMONT, DELAWARE
The section shown is devoted to general metal work. A section which does not show is devoted to auto mechanics and wood-working.

were immediately started in the old gymnasium-auditorium. The transformation here has been great and the results have been very satisfactory. The original arrangement was not well adapted for full-time auditorium purposes. Originally, a concrete bleacher had been built for spectators in the rear of the room, and the main floor was flat and level. This concrete bleacher has been completely removed and the entire seating has been placed on one sloping floor so that every spectator may have a good view of the stage. The acoustic properties have been improved by the use of gypsum plaster on the rear walls.

Anticipating the redesign of the auditorium, the old stage was doubled in capacity when Addition 2 was built. A complete projection booth was installed. The entire auditorium was completely redecorated during the summer of 1935, and new lighting fixtures installed.

With the completion of Addition 2 and the remodeling and redecorating of the auditorium-gymnasium, Claymont now enjoys a modern and complete school unit, one of which the community may be justly proud.

IMPROVING THE SCHOOL PLANT

Physical-plant maintenance is often neglected because of lack of funds and well-planned programs of rehabilitation. Greatly reduced budgets during the past four years have made the maintenance problem extremely acute, resulting in too rapid depreciation of capital investment.

Realizing that in school-plant improvement and beautification an adequate and well-planned program must be provided for continuous upkeep of buildings, equipment, and grounds, the Julius Rosenwald Fund and the Interstate School Building Service, Nashville, Tenn., have issued a four-page pamphlet, giving helpful information to school authorities in town and rural schools on school repair, improvement, and beautification programs.

The pamphlet gives suggestions about the improvement of the grounds and outbuildings, exterior repairs, interior repairs, exterior painting, and interior painting. The Rosenwald Fund, Nashville, Tenn., offers to send a copy of the pamphlet to any school official upon request.

SCHOOL BONDS AT TWO PER CENT

A school-bond issue of \$152,000, bearing an interest rate of 2 per cent, was floated by Southbridge, Massachusetts, recently. A premium of 36 cents on each \$100 will also be paid.

The transaction is important since the rate, in the light of the prevailing money market throughout the country, is a most favorable one. While it indicates the fact that the money market has eased considerably, it also notes that Southbridge enjoys an excellent credit. School authorities contemplating the floating of bond issues may do well to study the money market afforded in the several financial centers.

The Santa Monica School Reconstruction Program

Laura Grace Crawford*

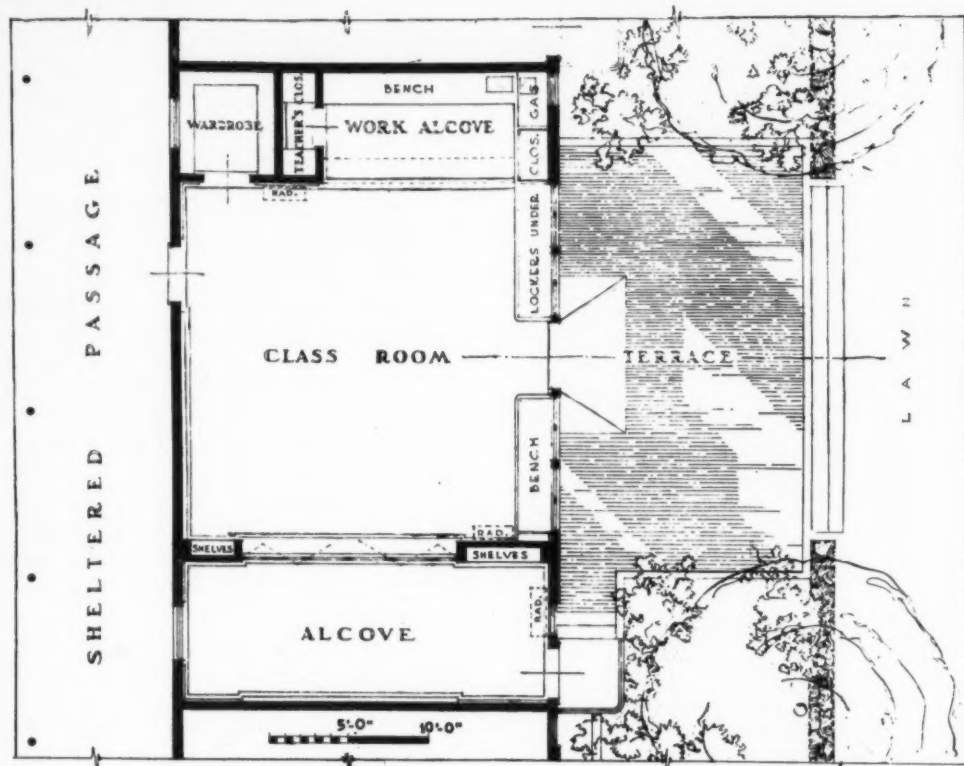
As a result of the earthquake in Southern California in 1933, it became necessary to rehabilitate numerous school buildings. This led, in Santa Monica, to a complete program of school reconstruction and modernization. By the end of 1934, two new school buildings were ready for use, plans were being prepared for two others, and the remaining eight buildings were in process of rehabilitation. Thus did disaster bring progress through a new type of school design.

Santa Monica's new activity-type school buildings have played a prominent part in establishing a different type of school architecture for California. The Roosevelt and Washington schools were the first schools in the South to be designed with adequate provision for indoor-outdoor use, coupled with complete facilities for a specialized activity-type curriculum. The buildings have been in use over a year and school administrators, parents, and children are more than satisfied with them.

These buildings are interesting in that they were planned partially by teachers, and not exclusively



THE ROOSEVELT SCHOOL IS ONE OF THE RECENTLY COMPLETED GRADE BUILDINGS FOR THE NEW ACTIVITY PROGRAM OF THE SANTA MONICA SCHOOLS



A TYPICAL CLASSROOM UNIT DEVELOPED FOR THE SANTA MONICA ACTIVITY-TYPE SCHOOLS

by architects. Just as a family decides features to be embodied in a new home before hiring an architect, so the superintendent, supervisors, principals, and teachers worked out desirable features for the school homes of the Santa Monica children. Complete designs for the new school buildings were executed by Marsh, Smith, and Powell, architects and engineers, Los Angeles, California.

The buildings are excellent examples of the advantages of one-story construction providing safety from fire and earthquake hazards. Educators from nearby cities came to study the plans even before construction was started, and returned to their own communities to incorporate many of the new features in their own school-modernization programs.

Outstanding among these new features are the reading alcove, the workroom, and the outside terrace. Each classroom, larger than average, is designed for specialized activity training—storage compartments for craft materials and projects, and commodious work alcoves equipped with running water and gas outlets, provide work space which is an inspiration to the younger generation and a delight to the instructor. The terraces, a unique feature, are designed to take advantage of the California climate, providing a place where the children can carry on a considerable portion of their schoolwork in the open air and sunshine. The lines of the buildings follow the modern trend, and

beauty has been achieved by simplicity and the studied use of color.

The cheerful colors used in ornamentation of both the exterior and the interior of the new Washington and Roosevelt schools are not merely a happy accident, nor a pleasing combination, chosen as an interior decorator might choose a color scheme for a dwelling or public building, but, according to the color expert of Marsh, Smith and Powell, architects, the colors were chosen for their effect upon the children who work and play in the schools.

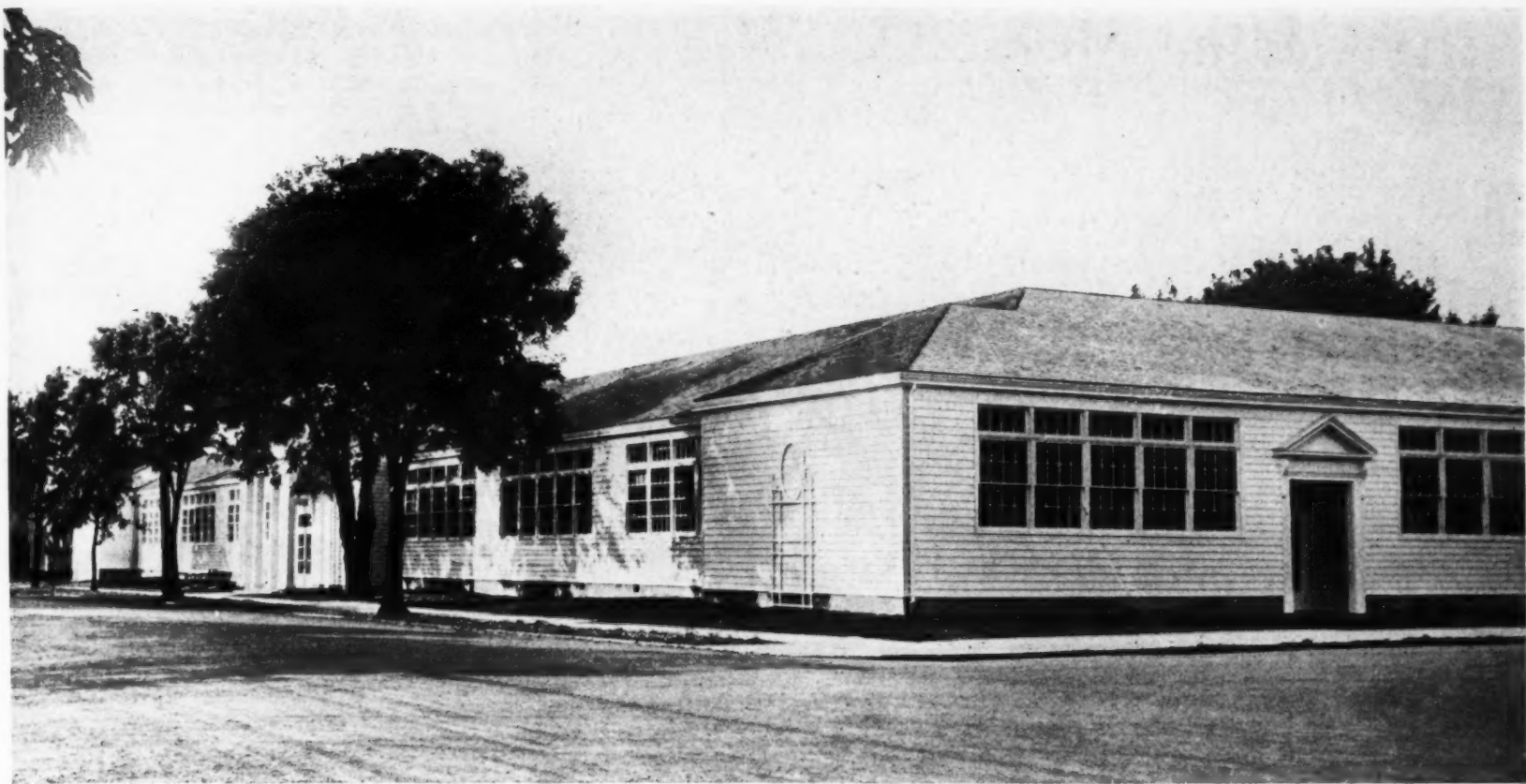
The problem was to develop a color scheme to augment the use of the new activity-type classrooms. It was not desirable to use any of the primary colors, since even the kindergarten children are beyond the stage where primary colors make the strongest appeal. If the colors used appear brilliant, it is only because of their relation to each other. Placed beside pure colors, they would appear dull. All of the colors in each building are closely related, as they have in common at least one neutralizing pigment. In each case the desire was to provide a color arrangement which would be pleasing and stimulating to the children, rather than to please the passer-by or casual visitor in the school.

The type of school architecture developed to meet the needs of Santa Monica's educational program does not claim to be the final solution in school planning, but it has set a high standard and has made a distinct contribution in the field of school planning for progressive education. The new activity-type school buildings continue to attract visitors and receive commendation, because they are beautiful, simple, and yet so practical that they daily demonstrate their value.



AN END PAVILION OF THE ROOSEVELT SCHOOL. SANTA MONICA, CALIFORNIA

*Department of Public Relations, Santa Monica, Calif.



GENERAL EXTERIOR VIEW, ELEMENTARY SCHOOL BUILDING, DALLAS, OREGON
C. N. Freeman, Architect, Portland, Oregon.

Elementary School, Dallas, Oregon

The new elementary-school building at Dallas, Oregon, is unique, in that it is built almost entirely of wood products. This came about in the desire of Superintendent R. R. Turner and of the board of education to recognize the chief industry of the community. The Willamette Valley Lumber Company in addition to being the largest taxpayer also gives employment to 500 wage earners who make their homes within the school district.

C. N. Freeman, of Portland, was selected as architect and was directed to plan the building so that the materials used would reflect this local and basic industry. While this building is made of wood it is as nearly free of fire hazard as a building can be made. The boiler and fuel room is of concrete and is not under any part of the building; it is attached to the rear. There are eight wide exits leading to the outside. In the periodic fire drills the building is emptied of its 325 children in an orderly manner in just 30 seconds.

The economy and security of this building, as well as its beauty within, recommend themselves strongly to other communities of the state which are planning school buildings and which desire to recognize the state's basic industry, lumber.

The building contains twelve classrooms, a cafeteria room the size of two classrooms, an office, a health room, a book-storage room, and a physical-education room or gymnasium. The latter is also used as an auditorium. There are eight direct outside exits, providing an average of more than one exit for each two rooms.

The plan of the building provides for future addition of four classrooms and the south wing, which would make the building a sixteen-room unit.

The building is planned in the shape of a huge letter E and is 270 feet long across the front. The wing to the right is 142 feet long and the wing to the left is 75 feet long. The center wing contains the physical-education room, stage and heating plant and is 80 feet long.

The building contains 24,735 square feet of floor area, and encloses 584,210 cubic feet. It was built at a cost of \$45,500 including architect's fees, superintendent's fees, and all extras. The cost per square foot is \$1.84 and the cost per cubic foot, 7.8 cents. This is at the remarkably low cost of approximately \$3,000 a room.

The design is colonial in detail. The main entrance is featured by a portico, the floor of which is practically level with the ground. In the cupola above is the school bell that hung, for many years, in the old building. The exterior is finished with wide siding and is

painted pure white. Upon entering the building, one finds himself in a spacious entry. A broad but short stairway leads up to the main-floor level. On the right is the health room, the walls of which are finished with random width cedar boards of deep rich color that reminds one of American walnut. On the left of the corridor is the principal's office, also finished in cedar. A glass door, flanked with two windows, leads from the office into the adjoining classroom in which the principal teaches. This arrangement gives the principal an opportunity to spend what time is necessary in the office, and at the same time supervise his classes.

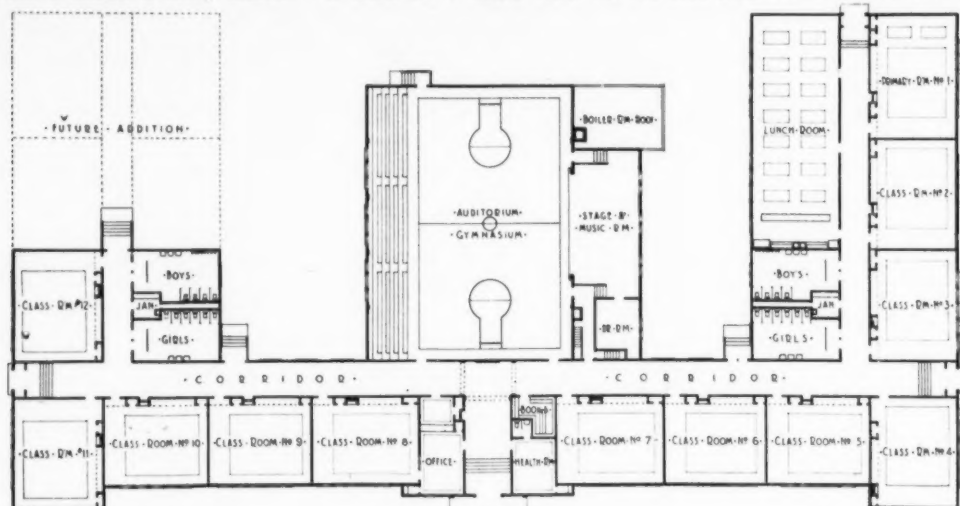
Returning to the main entrance, wide and well-lighted corridors lead to the right and



MAIN ENTRANCE, ELEMENTARY SCHOOL BUILDING, DALLAS, OREGON
C. N. Freeman, Architect, Portland, Oregon.



DETAIL OF ROOM No. 2, ELEMENTARY SCHOOL BUILDING, DALLAS, OREGON
This room is finished in knotty hemlock. The boards are of random width. The wax finish brings out the full beauty of the wood.



FLOOR PLAN, ELEMENTARY SCHOOL BUILDING, DALLAS, OREGON
C. N. Freeman, Architect, Portland, Oregon.

left. All of the corridors are finished with four foot high panel wainscoting, enameled a warm gray. The upper walls and ceilings are plastered. Directly ahead is a bulletin board, on each side of which are doors leading to the physical-education room.

In the classrooms, the walls are finished in random width boards joined with molded edges. Two of the classrooms are finished in knotty pine, four in knotty hemlock, and six in noble fir. Finishes in the various rooms are varied so that no two rooms are identical in color scheme.

The ceilings of the rooms are finished with



DETAIL OF THE OFFICE, ELEMENTARY SCHOOL BUILDING, DALLAS, OREGON
This photograph gives no clue to the warm red and yellow of the red cedar boards used for the walls and furniture.

nu-wood tile, which is a wood by-product and provides excellent acoustical properties as well as heat insulation. There are approximately 11,000 square feet of this material in the building.

The blackboards are hylo-plate, a high-quality composition blackboard. Above each blackboard is a twelve inch wide tack strip. Each room also has a bulletin board near the entrance door.

The old type of cloak closets have been abandoned for newer ones with disappearing wardrobe doors. These doors are so arranged that when opened, they do not project into the room and when closed are covered with blackboard surface over the entire length of the wardrobe. The wardrobe doors are set up about six inches from the floor. In the ceiling of each wardrobe, there is a grille and duct leading to a roof ventilator. This causes the heat from the radiators, which are under the windows, to circulate through and be taken off the floor through these wardrobes in such a manner that wet clothing hung in the wardrobes is dried without odors being carried into the classroom.

Besides wardrobes, each classroom is equipped with an open bookcase and two closets, one for teachers' wraps and one for general supplies. The windows in the classrooms are operated on Kawneer simplex hardware, which permits these windows to open out as an awning, giving ventilation to the

rooms without causing a draft on the pupils.

The physical-education room, measures 50 by 80 feet, with an 18-foot ceiling. Across one long side of the room are five tiers of comfortable bleacher seats. On the opposite side is a large stage 20 feet deep with 13 by 30-foot proscenium opening, which permits the room to be used for assembly purposes. This room has a wood wainscot 10 feet high. The upper walls and ceiling will ultimately be finished in nu-wood. A dressing room is off to the right of the stage.

There is a boys' and girls' toilet room at each end of the building. In connection with the toilet rooms, there is also a janitor's closet. There is no basement except the space under the stage, which is used for workroom purposes.



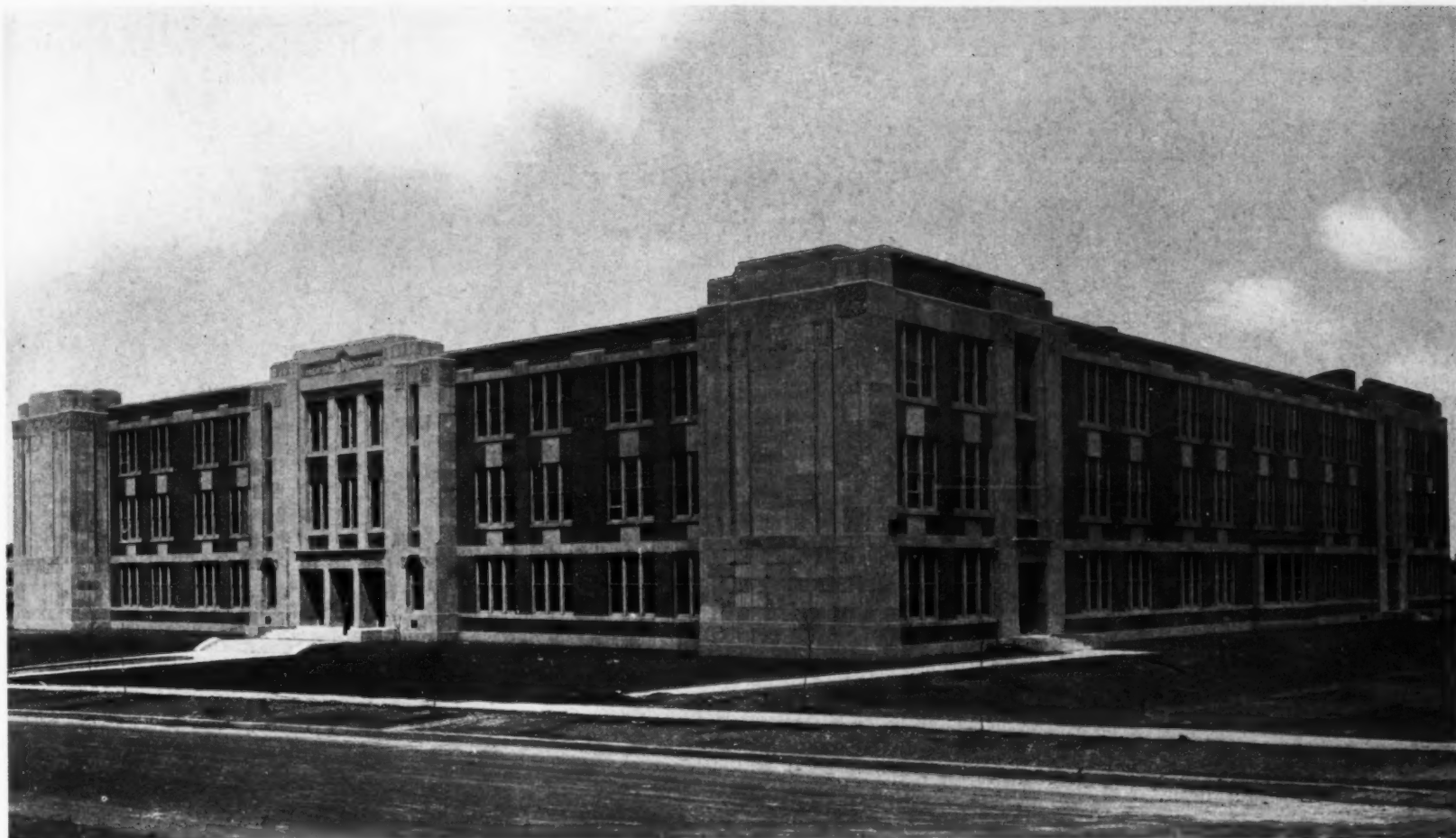
DETAIL OF CLASSROOM No. 7, ELEMENTARY SCHOOL BUILDING, DALLAS, OREGON
This room is finished in noble fir.

The boiler room is a fireproof unit, centrally located, near the end of the auditorium wing of the building. The boiler installed is from the former building and provisions made for future installation of a companion boiler which will be added when further additions are made. With the exception of the auditorium, all the rooms are heated by direct, low-pressure steam radiation or convection heaters. The auditorium is heated by a hot-blast fan system, with automatic control.

The large cafeteria room is equipped with cupboards, electric range, etc., to permit of the preparation of light lunches for the pupils. The room itself is a large sunny room, enameled in cheerful colors.

The electric-lighting fixtures in the rooms are of the direct diffusing type which affords a maximum of light distribution. In each room is an electric buzzer, supplemented by corridor bells and outside horns, automatically controlled by a master clock in the principal's office. The fire-alarm system includes a large siren, centrally located and connected with break-glass switches scattered along the halls. The fire siren has been used instead of gongs to prevent possible confusion of the signal with class bells. The building is also wired for a radio-audition system.

The entire building is modern in every respect and one of which all who have had a part in creating may feel justly proud. No federal aid was used in this project.



GENERAL EXTERIOR VIEW, GRANT JUNIOR HIGH SCHOOL, SYRACUSE, NEW YORK
Randall & Vedder, Architect, Syracuse, New York.

The Grant *Junior High School*, Syracuse, New York

The Junior High School Complete

Compactness with adequate lighting and close articulation of related instructional units are the outstanding characteristics of the Grant Junior High School building at Syracuse, N. Y. In two and a half years of use, the building has been found eminently satisfactory, both from the administrative and the operating

standpoints, and the rooms and departments, as well as the equipment, have been found almost ideally suited to the broad instructional program which the school provides.

The building occupies a site containing about 8.5 acres and measuring approximately 600 by 700 feet. It is located at one corner of the

plot so that a maximum of space is available for outdoor play and exercise. The building is in the shape of a huge square in order to economize land to the utmost. Classrooms are, however, found only along the front and the two sides of the building, and all of the corridors have direct or adequate borrowed light. The arrangement provides for the location of the auditorium and the gymnasium between light courts in the center of the block, the placing of the main stairways at the four corners of the building, and the location of toilets, service rooms, and storage rooms in the inner angles of the corridors.

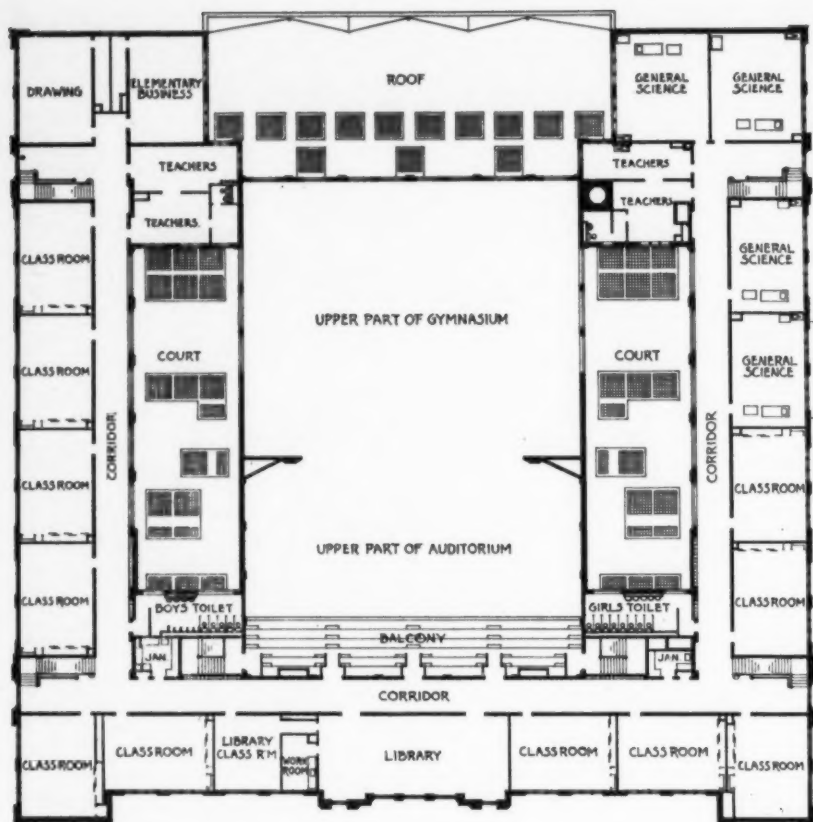
The moderately modernistic design of the exterior is appropriately developed in cast stone and rough buff brick, and is rather expressive of the progressive modern program of education which the building houses. The construction throughout is reinforced concrete, except for the long spans over the auditorium and gymnasium which are steel. Corridors and stairs have terrazzo floors and stair treads, plastered walls and ceilings; gymnasium floors are maple, walls are brick, and the ceiling is plastered; auditorium floors are concrete, walls and ceiling have acoustic-tile treatment; toilet rooms have terrazzo floors and plastered walls and ceilings.

The building was planned in the spring of 1931, and construction was begun in October of that year. The building was completed in 500 working days and was occupied in September, 1933.

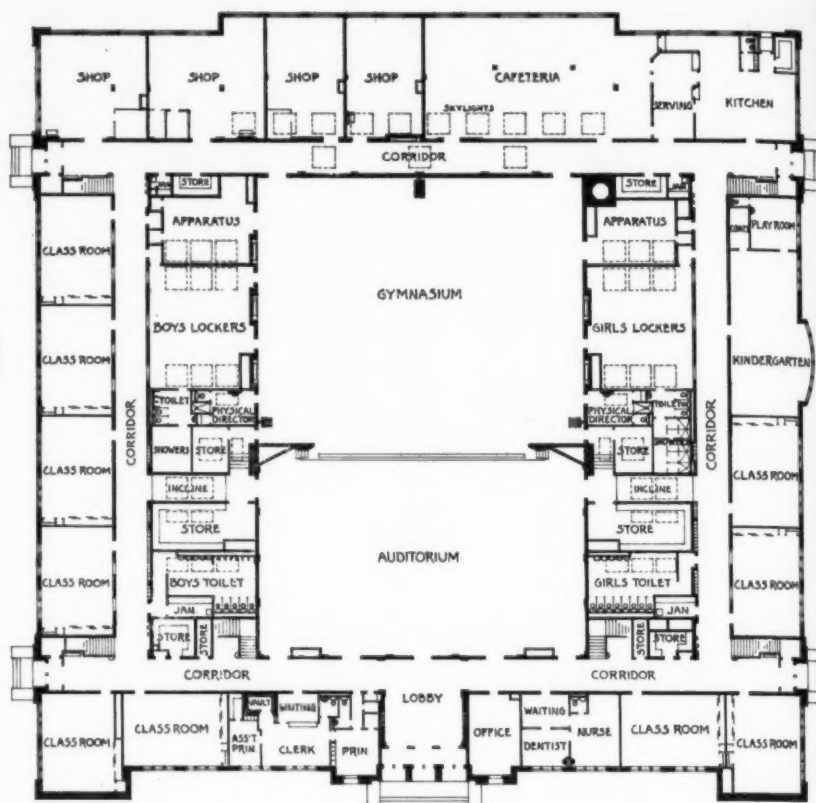
The academic section of the building contains 36 classrooms, a music room, two commercial rooms, a conservatory, a library and reading room, two commercial-art rooms, two fine-arts rooms, two public-speaking rooms. The



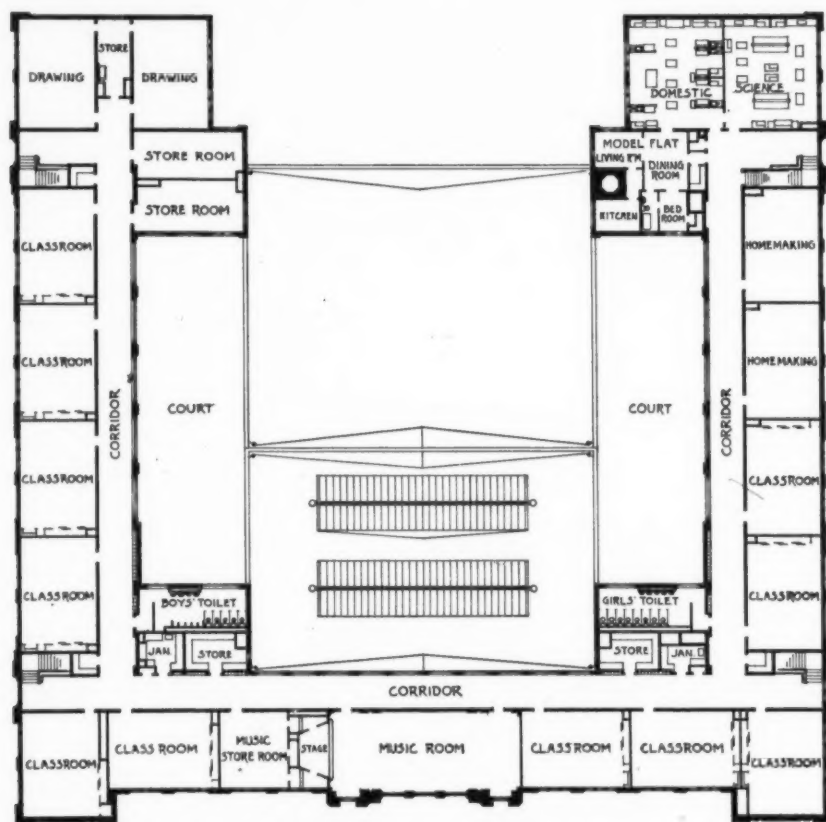
COOKING ROOM, GRANT JUNIOR HIGH SCHOOL, SYRACUSE, NEW YORK
Randall & Vedder, Architects, Syracuse, New York.



SECOND FLOOR PLAN, GRANT JUNIOR HIGH SCHOOL, SYRACUSE, NEW YORK
Randall & Vedder, Architects, Syracuse, New York.



FIRST FLOOR PLAN, GRANT JUNIOR HIGH SCHOOL, SYRACUSE, NEW YORK
Randall & Vedder, Architects, Syracuse, New York.



THIRD FLOOR PLAN, GRANT JUNIOR HIGH SCHOOL, SYRACUSE, NEW YORK
Randall & Vedder, Architects, Syracuse, New York.

cafeteria is lighted and seated to permit double use for serving noon lunches and for providing study space.

The auditorium measures 64 by 100 ft., and has seats for 1,152. The gymnasium measures 76 by 100 ft., and is so arranged that it can be used for stage purposes, including theatricals, concerts, games, and entertainments. Both rooms have separate entrances and can be entered from the main corridors.

The first floor is entered from a main vestibule, leading into the main hall, and from four pupil entrances which give access to the stairways and corridors. There are on this floor eleven classrooms, in addition to shops, kitchens, a kindergarten, the cafeteria, an administration suite comprising the principal's offices, and offices for the dentist, school nurse, and

clerk, showers, lockers, storerooms, and playroom.

The second floor includes fourteen classrooms, four science laboratories, a library and workroom for the school librarian, a teachers' restroom, and boys' and girls' toilets.

On the third floor, there are fourteen classrooms, the music room, the homemaking suite containing a model housekeeping flat, two homemaking rooms, and a kitchen.

The heating plant is located outside the main walls and consist of two steel boilers furnishing power for a vapor-steam system with unit ventilators. The electrical equipment includes a complete lighting system, and an electric clock and bell system. The plumbing is the standard type of school design.

The classrooms are equipped with movable

furniture, including table and chair seats, and unit movable desks. The science rooms have tablet-arm chairs. The kindergarten has a special type of tables and chairs. The auditorium has a motion-picture projector and a public-address system, a special type of folding chairs, and a full complement of stage scenery. The kitchen of the cafeteria is fitted with dishwashing machines, electric mixing machines, and electric refrigerator. The domestic-science department has an electric refrigerator, electric sewing machines, and the latest type of cabinet cooking ranges.

The cost of the construction was \$632,000, and the cost of the equipment \$75,000, making a total of \$853,000. The cost per cubic foot was 25 cents. On the basis of 1,726 pupil stations, the cost was \$409.61.

The educational planning was supervised by Mr. G. Carl Alverson, superintendent of schools, and the planning and engineering were done by Randall & Vedder, architects, of Syracuse, N. Y.

SHOREWOOD OCCUPIES NEW SCHOOL AUDITORIUM

The new \$312,000 school auditorium, connected with the Shorewood High School, in Shorewood, Milwaukee, Wis., was officially opened on February 1. The building, which includes nine classrooms, a suite of music rooms, and a small theater, has as its main feature a complete theater seating 1,300 persons. The building was erected with PWA funds, at a cost of \$312,000.

The dedicatory exercises began with an "open house," during which inspection of the building was permitted. Dr. G. J. Laing, formerly connected with the University of Chicago, Dr. John Callahan, State Superintendent of Public Instruction for Wisconsin, and Dr. C. J. Anderson, of the University of Wisconsin, were the main speakers.

The following evening, an illustrated travel lecture was held. The Milwaukee Symphony Orchestra gave a concert of classical music on the third evening. The various parent-teacher associations of the community met on the fourth evening. The local Association of Commerce and the various service clubs, as well as the American League, held a patriotic rally on the fifth evening. The students in the music department gave a concert on the sixth evening, and the final celebration was a program of addresses by members of the school board and the teachers.

The entire series of programs served to bring home forcibly to the community the civic advantages of the village and of its school system.

Mr. Hamilton Waits as *Rapidly* as Possible

New Doctrine for Monroe—XV

Brooke W. Hills

Following the "grand blow-up" at Monroe high school, as the man on the street was pleased to term the latest developments in the school troubles in which Smith B. Hamilton and Jackson R. Tyrone were prominent participants, pretty much everything that had already been repeated time without end in the way of local gossip was once more brought forward. When Hamilton's predecessor, Superintendent Burnham, had warned him that the town was split wide open with all sorts of factions, speaking colloquially the gentleman had said something. This became increasingly evident as the days went along, days that were filled full with rumor and counterrumor, charge and countercharge; days, every one of which marked a wider cleavage in the school situation.

The man on the street talked; the man on the train talked; the man behind the local counters talked; and the man pretty much everywhere else did his share of talking as well. There was altogether too much opportunity provided for these wagging tongues, an opportunity very largely offered by the Monroe school board, which was responsible for several tactical errors in the handling of this situation. In the light of future events, it is extremely probable that had they followed the outspoken advice of Benkert, had its members quietly waited until the end of the school year, rather than to throw down at once the ultimatum to Tyrone to quit or take the consequences, a large part of the present and ensuing troubles might have been avoided. That was one mistake made by the board, although, of course, it's always easier to see what should have been done after a campaign is concluded, rather than during the period while the fighting is the thickest. For this error in judgment, the board may be forgiven. Surely they could hardly be expected to stand for the long line of complaints, well-founded complaints such as were continually coming to them concerning Tyrone's actions; and then, having found these complaints still further justified by his outrageous display of temper, be expected to permit him to go his sneering way without further ado. Charge not this very natural human reaction against them. Still, the error was their own, and this error didn't help matters.

Another and equally serious tactical mistake was their failure to follow up immediately the action they had promised, the prompt elimination of Tyrone. For several days after the board meeting, matters went on seemingly the same as usual at school. Hamilton tended strictly to his own business, avoiding Tyrone as much as possible; in the same way the other stayed away from Hamilton. They spoke as they passed, and that was all—all that was apparent during school hours. But every night, everywhere possible in Monroe, Tyrone with his friends was busily at work, strengthening his own alignments, drawing in fresh reinforcements as he might, trying as hard as he could to build still higher the feeling of sympathy that invariably goes to the man who is threatened with the loss of job.

Hamilton, on the other hand, could do little or nothing on his own behalf. Practically a stranger in town, he was handicapped by his lack of acquaintance. The board members had their own personal affairs to take care of during the day; none of them was in any position where they might give undivided attention to the condition at school; interested and determined as they were to go through with the business, there were other and more pressing claims on their time and effort. They would act as soon as possible; but there was this delay, and every day strengthened Tyrone's position while weakening Hamilton's. It began to look very, very much as if two were on trial; Tyrone was ostensibly the man on the spot, yet each day, imperceptibly but surely, Hamilton was being placed in practically the same fix. Almost everywhere he turned he sensed this. Benkert felt the same movement; Towson noticed it, saw evidences in the attitude of many casual acquaintances among his customers. Probably every member of the board was aware of the rising tide; yet, as is so often the case, put off the final issue until a more convenient time for "getting at it to finish the job." And this was their second serious error; they should have struck again, and struck much more quickly. Here, too, they were handicapped, in that it takes time to prepare formal charges; it took time to find what legal steps were necessary in bringing Tyrone to account.

Delay, delay, delay; wait, wait, wait. . . . Wait until we are ready to go ahead. We'll settle this once and for all, but we must know where we stand, ourselves. . . . Looks as if we should have had our case prepared, should have known enough to take every possibility into consideration before we told Tyrone to get out; Benkert was dead right. . . . Yes, but what's the idea in our standing for all the cracks that fellow made at the meeting? Tyrone isn't going to talk to *me* like that and get away with it, believe you *me*! We'll get to this, just as quick as we can. . . .

Hamilton looked up from his desk; a startled glance and he jumped to his feet. There was the Commissioner of Education standing quietly before him; this Commissioner, who, as we have said, was unafraid; this Commissioner who believed in investigating, himself, rather than trusting every embroidered tale that came his way—this Commissioner who had come to Monroe that afternoon, unexpected, uninvited. Here was the man whom Hamilton and every other conscientious schoolman in the state respected, whom Hamilton had idolized from a distance; here he was in Hamilton's own office, looking him over with a quizzical smile. . . .

"It's like this, Mr. Hamilton. We've known the Monroe situation down at the Department for a number of years. We watched you come here, watched while we wondered at your desire to locate in this troublesome spot. That was your own decision, your own affair. We have watched your first steps here; in one way and another we know you are on the right track, that you have accomplished a great deal in a short time. But word has now come to us that these local troubles may very shortly become a part of our own troubles in the Department—and here I am. Lay your cards on the table."

Presently,

"My previous information checks substantially with what you have told me. All right for that. Now, then, young man, I have something to say to you; but first, I want to ask how your wife feels about this rumpus. Is she willing to go through it with you, if necessary; to endure all she may be called upon to endure in the way of annoyance and more than occasional embarrassment, while you are putting this place in order? Where does she stand?"

"I hate to see all this fall on her, too," said Hamilton. After a moment's consideration, "I know she isn't afraid to face an issue; she has already come in contact with more than a fair share of these troubles, even though we have lived here only a few months. No, she isn't afraid." . . . And to himself, "That's what *she* gets for being a school teacher's wife; darn it, how unfair it is to her! Why *can't* it be possible for her to live away from her husband's business, the way other women can?" . . . And again to his visitor, "You may count on her, every single time."

"Very well, then, Mr. Hamilton. You have told me you feel the board has a good case; without doubt you'll soon have a chance to learn in court how good a case you really have. You are just beginning your troubles, hard though your previous difficulties have been. You are a man we want to save in the state; we don't want you to be broken down. And that is one of the reasons I am here."

"There is an immediate vacancy in the superintendency at Highlands which is to be announced in a few days. The Department has been asked to name the man; the decision is entirely in my hands. If you are unwilling to stay here, if you are reluctant to fight through an issue which has been one of the sorest issues in the whole state, if you are not willing to take a chance at losing out—in other words, if you obey the natural human impulse, make up your mind this is the worst job in the world and that you won't stay here a second longer than possible, and decide that you'll leave these troubles for someone else to settle while you clear out for an easier berth, here is your chance: I am prepared to tell you that you may definitely count on an appointment at Highlands."

He paused, hesitated for a long moment, and then looked again at Hamilton with his wonderfully keen eyes. "Or,"

"Or, stay here instead, fight it out to a finish, and try to be the one man who can get this place straightened out?"

"You correctly stated the proposition, Mr. Hamilton. I hope you'll decide to stay; the right man can make Monroe a good position for himself. Better talk it over first with your wife." . . .

Make Monroe a good position for myself? . . . Who was it who said the same thing to me, those long ages ago—or was it just last spring? . . . Someone will make this a good school. . . . The children

are all right. . . . I said there'd be a new doctrine for Monroe. . . . A day or two later in the Commissioner's office: "Good stuff in that young fellow at Monroe! Have you read this letter? . . . If Hamilton can't settle matters there, it won't be for a lack of courage. Lucky to have that kind of a wife. . . . How I *would* like to take a crack at that place myself." . . .

The Hamiltons had settled their future plans almost as soon as he had brought home this opportunity to change position.

"Smith, you've never been a quitter and you aren't going to start in now. I won't have it said you ran away from a tough situation; I'll scrub floors before I'll let people say you didn't have sand enough to stand your ground. Don't worry about me; win or lose, I'll see it through with you. I'm not going to be ashamed of you the rest of my life. No, sir!"

The Commissioner was right in his estimate of Mrs. Smith B. Hamilton. There are other such women, other such Mrs. Smith B. Hamiltons. Their husbands are indeed lucky. We'll say no more of this.

The Hamiltons laughed their way through the antics of the two comedians that night at the movies. Yet, there were the whistles in the valley again and again during the hours that followed. . . . Worry, worry, worry. . . . I hope she won't be all tired out tomorrow. . . . Why *can't* they leave a man alone when he's trying his best to do a decent job? . . . Wonder if Tyrone is lying awake, too? Darn him, I hope he is! . . .

And there was Mr. Bill Dobson, too, with *his* particular twinges of conscience, twinges that became the more acute as he considered the troubles in which his friend, Hamilton, was involved. "Doggone it, he wouldn't ever have landed in that hell-hole over there at Monroe if I hadn't gone a-nosing into it on his account. . . . I ought to have brains enough to get him out of that scrape. Now, if I could find him another nice job somewheres, he could pack up his duds and tell that gang to go hunt up an icy place and sizzle on it for a spell!" . . . Mr. Dobson's intentions were invariably for the best, although his metaphors sometimes became a little confused in the excitement of the moment, or when his feelings got the better of him. . . . "Guess I'll poke around a little. Generally I most always get a break, somehow." . . .

The "poking around" of Mr. Dobson very shortly resulted in his running head-on into the break which he had confidently anticipated; in fact, the very next day this coincidence occurred. It was at the other end of the state,

"Bill, I've got to get another high-school principal, got to get him right away. My man's going on up the line; he'll be elected at Highlands tomorrow night, sure. The Commissioners decided to put him in there; he just telephoned in this morning. Know anybody who might want the job and who would be a good man?"

Mr. Dobson *did* know this man, although it was news to him of any opening at Highlands. Mr. Dobson felt that his questioner had come to exactly the right place to secure information. Mr. Dobson, restraining a logical impulse to caress the metaphorical rabbit's foot as metaphorically tucked away in his capacious back pocket, promptly proceeded to give his best advice—an unqualified, wholehearted, enthusiastic endorsement of Smith B. Hamilton.

"That's the man for you, and I wish you could get him," he concluded.

"Hadn't thought of him, but he certainly is a good high-school man. Wonder if he'd be willing to change? He might, at that. I thought he was foolish to take Monroe; nobody can ever get that place hoed out, and he's probably good and sick of his bargain by this time. Bill, I'll tell you what I wish you'd do as soon as you get a chance; get hold of Hamilton and see if he'd be interested. . . . Bill, that *is* a good idea, the more I think about it. I swear, if Hamilton wants this job he can just about have it for the asking; and you can tell him the salary will be all right, too. See what you can do, d'ye mind?"

Mr. Dobson didn't mind; in fact, he made it very clear that if he could possibly help out by bringing two of his good friends into a pleasant business relationship, it wouldn't be any trouble at all, especially since he had always felt a good, conscientious bookman should constantly keep his eyes open for a chance to assist in maintaining the high standards among the schools in the state. That was one of his ideals; and, he was more than ready to tell the world, he lived up to it very strictly; and, of course, there was nothing in it for him except the pleasure of doing a favor for friends, because his books had always sold themselves on their merits as every intelligent schoolman knew, and what's the use of having friends if you can't ask them for help once in a while, and it wasn't any favor at all, and the

next time you come into the city you drop in and have lunch on me, and I wish I could stay longer but I got a couple of other calls I got to make. . . . And Mr. Dobson once more shoved off in his chariot, and once more proceeded to make tracks for Monroe beautiful, his heart singing within him, his busy mind hard at work dramatizing the coming interview,

"I'll let Smith tell me his troubles, and then I'll pop up like nobody's business, and tell him he's as good as elected and in a better job this second, and to start a-thinking up his farewell speech to those second-story crooks in Monroe, and boy! will he be glad, and am I glad, and if I take a couple of short cuts I ought to reach Monroe by one or two o'clock this afternoon." . . .

Thus happily did Mr. Dobson while away the miles of state highway, those miles and miles of four-lane concrete, in many instances laid straight over what eventually were to be the remnants of impoverished, deteriorated school systems. . . . No one knew this those few short years ago; or should they have known? . . . On and on pushed the blithesome Bill. Eleven o'clock, twelve o'clock. He stayed his flight at a hamlet to fill his tank; can't run without gas. . . . Let's see; do I turn at the next corner for Monroe? Follow you and you'll show me the way? Thanks! What's that you say? Stick around a while and you'll show me something done that ought to have been done about a million years ago? What's the idea? . . . You're going over to Monroe to change the map of the fellow who runs the paper, and you've got to stop a second to pick up some of the other boys from Irish Hill who want to get in on it, too? I think I've heard of that bird, but what's he done now? . . . My gosh! Well, what do you know about this? He certainly did give the board an awful lambasting, didn't he! I swear, I never *did* see so many dirty cracks all at once. And right out there in the editorial column, just as bold as brass. . . . Now, hold on a second; I haven't done anything, and that last swing of your fist pretty near landed on me. . . . Now, *listen*, can't you, just a second longer? I know Hamilton, too; in fact, he is a very particular friend of mine, and I'm just on the way to see him, myself, and it's very important business, and I know if you fellows go over there right now and knock the head off that editor, and mind you, I wouldn't blame you if you did, and I think you ought to be complimented for your good spirit and that you aren't a-going to take any more back talk from that fellow you say is a dirty crook, and I guess he must be from what you say and from what I just saw in the paper he runs, and nobody could take any exception to what you want to do except maybe a couple of police, and most likely they *wouldn't* ever stick up for this fellow if they've got the sense they were born with, and I think Irish Hill is very greatly to be congratulated on having men like you on its board of education—anyway, I think maybe you ought to hold up a little while longer before you make this visit you're a-mentioning, because Mr. Hamilton can't afford right now to get mixed up in any more troubles, and I've got to see him on very important business. . . .

. . . But getting back to the present: to Mr. Dobson, just turning the last Monroe corner in his hurried mission of good will to all, except a few people he didn't like, came a sudden and alarming thought. What of that club-swinging teacher, in all probability lurking somewhere within the building? Heavens! Bill desired no more interviews with *this* person; he remembered only too well the performance put on before his astonished gaze at the time of his last call on Hamilton. In spite of the cold, beads of perspiration liberally bedewed his forehead as the possibilities of the situation shot through his mind. Conscience whispered that Hamilton must be rescued; there was no denying this—but the exigencies of the present moment would require his best handling. . . .

"Upon my word!" exclaimed Miss Ross, as she glanced out of the office window. "*Somebody's* tooting on his horn out there in front; now he's waving his hand . . . why, it's Mr. Dobson! Why on earth is he acting *that* way? Do you suppose he's lost his senses?"

"Not recently!" retorted Mr. Hamilton as he sallied through the doors. . . . Miss Ross was puzzled for a moment at the innocent reply; suddenly she smiled . . . it sounded like old times. . . .

While Hamilton stepped quickly across the lawn, all sprinkled with the frost of the night before, the car in the driveway suddenly began creeping forward, slowly but surely toward the street.

"Now, what the deuce does he mean by *that*?" he wondered. And aloud, "Hold on there, Bill Dobson; where are you going?"

From within the depths of the car, the round face of Mr. Dobson arose above the opened window, for all the world like an agitated full moon. A moment of agonized scrutiny, a look of intense relief, and then,

"It's really *you*, Smith?"

"Of course it is!" exclaimed that surprised gentleman. "Who did you think it was, anyway?" And as he placed his foot on the running-board,

"Smith, is he . . . is he *inside*?" With a long stare, this time at the building.

"Is *who* inside?" demanded Hamilton.

"That crazy teacher who was a-swinging a young tree around in your office the other day. . . . You know, Smith, I got to be careful." Hamilton burst into laughter.

"Of *course* he is!" he exclaimed. "Is *that* all that's the matter with you?"

Following a side-long glance of the most intense cunning,

"You don't suppose he might have sneaked out the back door and be a-layin' for me anywheres, do you? Remember, Smith, I'm a family man!"

"Now, then, Bill Dobson," firmly replied Hamilton. "The only person I know around here who's crazy is yourself. What do you mean by coming to school and pestering me, the way you do? Don't you know I'm busy? Don't you know I have a job?"

"I sure do," was the aggrieved answer, as plans for the proposed histrionic display were thus rudely dashed aside. "Look here, Smith B." . . .

"I *am* looking," interrupted Hamilton. "And I can't say it's any great treat, either. Out with it, or I'll step back in the school and tell Tyrone you're here. Quick! What's on your mind, *now*?"

The injured Mr. Dobson, thus adjured, with many an uneasy look about him, and with a foot poised above the accelerator for instant flight, proceeded to tell his friend of the errand which had brought him to Monroe.

"And I don't want you to think you've got me to thank for this," said he in concluding his remarks.

"No," replied Hamilton. "Don't let *that* worry you; seems to me I've got quite enough to thank you for, already. . . . No, I don't want the job; I'm going to stick it through here. No Bill; I appreciate your interest and all that sort of thing, but I just can't and won't quit. I may be sorry later on; but that's my answer. . . . Much obliged, just the same."

He watched the car disappear around the corner.

"Now, I wonder," reflected Mr. Dobson, as he rolled across the bridge and turned into the highway. "I wonder if insanity's catching? That teacher's crazy as a loon, no matter what you say; and it begins to look to me as if Smith's a-coming down with the same disease, or he'd have sense enough to get out of *this* town. Doggone it, now I got to figure out some other way to fix him up. . . . Say, come to think of it, maybe there won't be enough of that editor to go around for all those fellows from Irish Hill, and they'll adjourn to the school and tend to Tyrone, too. I'll have to look into that a little, first chance I get. . . . Or, maybe I might be able to get that lunatic a job some other place; 'twould be a million times easier when I have to come here to see Hamilton, if I didn't have to be worrying all the while. . . . I'll have to do some powerful thinking, I can see that."

And turning over in his mind the vast possibilities of extending the future services of the changer of maps, and wondering what town might wish to acquire the more than eccentric Jackson R. Tyrone, Mr. Dobson steadily pushed his way homewards through the sunset. . . .

Back in the office Hamilton found Peter Barron quietly chatting with Miss Ross; unwinding his long legs, the young gentleman leisurely rose to his feet as his superintendent entered.

"Seen the afternoon paper?" he queried.

"I have," shortly replied Hamilton, his mind still intent on the proposition made by the departed Dobson.

"Almost like a special school edition this time, isn't it?" glancing at the latest issue of *The Item* in his hand. "Nine columns full of letters and dirty cracks."

"Ten," corrected Hamilton.

"So it is," observed Peter Barron. "I missed the one on the back page." And in the same leisurely way, "Going to do anything about it?"

"Yes," replied Hamilton. "I'm going to buy a couple of dozen copies and mail them to my family and friends to let them see the kind of a man I am."

And he disappeared into the inner office.

"That," judiciously remarked Mr. Barron to Miss Ross. "*That's* about as decent a man as I ever knew."

"You're telling me!" was the quick reply of the competent young woman, in loyal haste forgetting her usual office dignity. . . . And a moment later, "Run along, now, please! I've just *got* to get this report finished." . . . She turned back to her work. . . .

It was very quiet in the inner office. Hamilton looked down at his desk, piled high with elementary-school reports, looked down, unseeing. . . . "Wonder if I'm doing the right thing, staying here? 'Fight it through?' Oh, darn it all, I will; and yet, that *is* a good school Bill told me about. I *do* want to get this place straightened out; how I wish I could be left alone for a little while to get something done! . . . Get back, get back on the job, you! Let's see; we can transfer those children to Franklin School next year, and save their transportation, too. . . . Wonder why Burnham didn't notice that? . . . Good deal easier for the children, too. . . . why, sure! That's right. . . . Miss Ross, please come in with your notebook." . . .

A little later in the afternoon, over on Main Street,

"I tell you, Short, I don't like the looks of things. That board's just bull-headed enough to try to go through with this, and I'm beginning to think that la-di-da Hamilton's big enough fool to risk anything. The Commissioner was around the other day hobnobbing with him, and just a little while ago he was standing out in front of the school talking very confidential with another fellow in a car. He's got something up his sleeve, or else he's just insane, and I don't know which."

"Did you see this afternoon's paper?" replied Short. "Why, the dumb fool called me up and asked me to save a couple of dozen copies for him! Can you imagine that. Doesn't seem to make a bit of difference what you say about him in the paper; he acts just as if he was sitting on top of the world with his legs a-hanging off."

"You're right," morosely observed Tyrone. And savagely, "Can't you think up *something* that'll fix that fellow?"

"Now, now, Tyrone; don't you worry. They've certainly got hides as thick as a rhinoceros, but here's something new that'll just about fetch 'em. Take a good look at *this*!"

And Mr. Short waved a piece of flimsy paper in the direction of his visitor.

"Taxpayers, Attention!
Every good Citizen in Monroe is
Invited and Urged
To be Present at the Meeting of the
Board of Education, at the High School,
Next Wednesday Evening.
Demand the Truth! Insist upon the Facts!
The Masses Must be Heard!"

Mr. Tyrone looked up with a delighted face.

"*That'll* make 'em squirm!" he complimented.

"And while you were a-reading that, I thought up another good line for this handbill," said the flattered Mr. Short. "How does *this* strike you? 'Taxpayers have the Right to Come, even if the Board Tries to Keep Them Out.' Of course, I'll have to boil it down a little to make it look good."

"Gosh, that's a good crack!" applauded Tyrone. "You're going to have them left around at the houses with the morning papers?"

"I am," replied Short. "And what's more, I'm going to put a couple of the boys down at the station to give them to the commuters as fast as they come along. This town will be well papered, believe you me!"

. . . It *was* well papered, thoroughly well; and there was renewed acclaim for the ink-slingin' abilities of Editor Short at the fire house that evening. . . . "Smart man, Short." . . . "Betcha Benkert and the rest of his gang are sweatin' good and plenty." . . . Sweet music in the ears of the public-spirited Mr. Short. . . .

Mr. Peter Barron dropped into the office of Smith B. Hamilton; in his hand he was carrying one of the handbills.

"Kind of funny, one of those lines, when you read it slowly," observed this cheerful young gentleman.

"What do you mean?" demanded Hamilton.

"Oh, that line that says 'The Masses Must be Heard.' You have to sort of jumble up the first two words to get the real sense. Try it."

Hamilton tried it. Suddenly he grinned. . . . "Them — Is *that* what you're driving at, you young reprobate?"

"It is," solemnly replied Mr. Barron.

. . . They heard a distant giggle from the demure Miss Ross. . . .

Hamilton chuckled all the way home. "They'll have their chance," he said to himself. . . . He was laughing when he opened the front door. . . .

(To be continued)

THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

WM. C. BRUCE

What Constitutes the Financial Credit of School Districts?

THE question of the financial stability and credit of a school system has in recent years come under closer scrutiny than ever before. The inquiry into the subject has been due to the fact that school authorities pressed for funds have resorted to the banks for short-term credit loans. This has, aside from the legal safeguards and restrictions, thrown about the public credit, prompted an inventory of the financial stability of the municipality or district in question.

Likewise, in the consideration of bond issues, or any form of deferred obligation, there have been definite approaches to the establishment of the credit ability of the units of government proposing to enter upon the same. The financial houses dealing with the matter of deferred obligations apply expert knowledge to the consideration of bond issues or other forms of credit.

While in some instances a school district enjoys taxing powers and the right to enter into obligations upon some deferred-payment plan in many more instances the authority to contract debts is vested in town, village, county, or municipality. Thus, a school system which is a part of a corporate unit of government is nevertheless highly concerned in the considerations which enter into the subject of credit or credit ability. The financial experts of the Municipal Finance Officers' Association agree that an analysis of municipal credit includes the following:

1. The amount of overlapping indebtedness expressed in terms of percentage or actual value and in terms of debt per capita.
2. An examination of short-term borrowing to determine the cause and effect.
3. The rate of the growth of the debt is extremely important and a factor which has been overlooked in the past. Many cities which have accumulated a debt over a long period of years have had a corresponding increase in wealth. On the other hand, cities that have increased their debt very rapidly are to be questioned.
4. Honest and intelligent administration of the city generally and particularly of its finance department is of the utmost importance.
5. The financial history of a community with respect to the meeting of its obligations must be studied.
6. The economic resources of a community can be disclosed by the trend and by comparisons with other places in the following factors: per-capita retail sales, per-capita bank deposits, payroll in dollars and number of employees, income-tax returns, trend of rentals and leases, and the number of automobiles owned.
7. A compact community well developed is better than a spread-out city with a large proportion of vacant lots.
8. Adequate state legislation and constitutional requirements with respect to debt limitation, tax limitation, tax exemption, and other important matters must be taken into account.
9. One-industry towns should be considered carefully and usually avoided.
10. Of unquestioned importance is the trend of tax collection during the past ten years.

This states the case quite clearly and will enable the official, whether he represents an independent school district, or is identified with a school system which is an integral part of a municipality, to determine upon the feasibility or possibility to secure credit in the form of a short-term loan or a long-term bond issue.

Uncompromising Board-of-Education Members

THE qualifications which concern themselves with the eligibility for school-board membership have been pronounced so often that seemingly nothing new could be added. The type of citizen who

measures up in point of prestige, character, and experience sufficient to render him acceptable as a school administrator has been described again and again.

Thus, the affirmative side has had a hearing. The specifications have become an accepted dictum. They are inarticulate, however, in pointing out definitely those who ought not to be chosen to school-board honors. It is generally assumed that those who cannot make a claim to respectability and ordinary fitness do not receive recognition.

A closer scrutiny may lead to the belief that there are citizens who measure high in point of character and who are credited with rare ability in their chosen field of life, and who may nevertheless lack the most essential qualities that make for efficient school-board membership.

It is this type of citizen who recently came under the scrutiny of an eastern educator who holds that "experts are generally a poor choice for school-administrative service" and "educational experts even worse than the rest." This educator is President Bancroft Beatley, of Simmon College, Boston, who bases his judgment upon actual experience as a member of a board of education.

He contends that educators with the best of intentions "get into the way" of school-administrative progress. If they are executives in education, they are bound to clash with the superintendent. It is hard for the board to go outside for expert advice when one of its own members feels that he ought to be consulted.

President Beatley includes in his list of the kind of people who ought *not* to be on boards of education, most experts, all educators, most women, all people with a mission, those who cannot argue an issue without taking personal affront, struggling lawyers who need publicity, insurance agents who want to contact teachers, and the people who seek to exploit the board as a springboard to a political career. School boards, he adds, should hire their experts and not attempt to serve as experts themselves.

In pointing out the type of citizens who *should* serve on boards of education, the distinguished educator has in mind those who have succeeded in managing their own affairs, who are accustomed to handle business affairs, who have no private axe to grind, and who sincerely believe in the cause of popular education.

Insuring the Lives of School Children

THE news comes from Florida that the Hillsborough school board of that state, has decided to insure the lives of children transported in 25 school busses. The press of the state approves the idea most heartily.

In view of the distressing accidents which have occurred in recent years in which school children transported to and from their schools became the victims, the innovation cannot well be criticized. And yet further thought can only lead to the conclusion that all the insurance money in the world will not compensate grief-stricken parents for the loss of their child. But, it must be contended that no insurance would be necessary if the hazard did not exist. This may be a sad commentary on modern methods of transportation, the speed mania and the recklessness of drivers.

Of greater importance than insurance involving a money consideration, is the problem of such precautionary steps as may insure the safety of travel and thus guard the lives of the children. The selection of bus drivers who measure up in point of character and who are duly impressed with the sense of duty and the grave responsibility entrusted to them, becomes the first task of the school administrators.

Much has been done in recent years in the direction of securing greater safety. Several states have enacted excellent laws. These not only govern the rate of speed at which school busses may travel, the points where safety stops must be made, but they exact standards as to moral character and physical fitness of drivers, place the men under heavy bonds, etc.; finally the laws require safe construction of the busses and continual maintenance, and prohibit overcrowding.

A further precaution is taken in some states, whereby the highway control periodically examines the busses as to their durability and safety. This inspection provides an outside check on the daily

tests of the mechanism and tires in the school garages.

In the administration of school transportation all precautions and regulations must be enforced. It is not enough to punish the violator of traffic rules. A board of education determined to hold hazards at a minimum will not tolerate the infraction of any one of its rules by any of its chauffeurs or repairmen. The strictest discipline must be enforced if the pupils are to be conveyed expeditiously and safely to and from school.

Public and Private Interest of School-Board Members

THERE are laws in nearly all states that forbid members of boards of education to enter into private commercial relations with the school system. The merchant, for instance, who happens to be a member of the board, cannot sell his goods to the schools. A member, who is a lawyer or doctor, cannot serve the school system in a professional capacity, and exact payment for his services.

The cases which come to the surface from time to time, indicate that a board member has been selling supplies to the schools, or that a company in which he is an officer has been dealing with the school system. A dentist in a Pennsylvania town was recently charged with having performed professional service for students in the school system. His retirement is sought through court action.

The law which forbids public officials to use their office for private gain is in the main quite clear. But it is not always apparent just where self-interest begins and ends. Lawyer, physician, banker, and merchant may serve as members of a board of education, and, at the same time, as the result of the prestige gained, enjoy the patronage of teachers and pupils. The dividing line between self-interest and the intent of the law may at times be considerably obscured.

Where cases enter the twilight zone, namely, where the board member does not directly enter into business relations with the school system in which he is an official factor, common sense must control. The lawyer cannot reject a client, or the doctor a patient, because client or patient happen to be in the employ of a school system in which he is an administrative officer. Neither can the merchant, who happens to be a member of a school board, refuse to sell goods to a teacher or pupil.

Thus, the material advantages which may attend a school-board membership cannot in every instance be condemned. Where there is no willful violation of the intent of the law, which bars the promotion of private interests through official prestige, there can be no legitimate objection. Every case coming outside of the strict purview of the law must be judged in the light of reason and common sense.

Tightening the Rules on Tuition Fees

THROUGHOUT the country there has been a tendency during the past three years, to stiffen the rules governing pupils' tuition fees. School systems that had opened their doors to smaller neighboring districts, admitting pupils upon a liberal basis, have met with embarrassing experiences. Abuses have been common, and in many instances large sums due for tuition have remained unpaid. School authorities have been prompted to study rather closely the equities which should govern the tuition system.

Originally the tuition for nonresidents was based on a sound basis of public welfare. The desire for equality of educational opportunity led to legislation which enabled larger school units to admit the pupils of districts where the scarcity of population, or a low tax return, did not permit the erection of proper buildings and the development of a broad educational program. The advent of the modern high school and the growth of pupil-transportation plans have contributed to the expansion of the liberal tuition policies so prevalent since the war. Numerous cases are on record of school boards which actually bid for nonresident attendance and offered attractive inducements to win pupils away from neighboring towns.

During the past three years, the pendulum has swung back so that district after district has refused nonresidents, unless tuition fees are paid partially or wholly in advance. A similar reversal in the rates charged has been common, and increases intended to cover more than the basic instructional costs have been imposed.

The entire problem will undoubtedly be alleviated as economic conditions improve and back taxes are gradually paid. The situation should be obviated for all future times by state legislation which

will make the state responsible for such tuition defaults. Funds should be available in the state treasury to immediately meet such bills. Finally, the recovery of the sums advanced should be assured through the withdrawal of the usual state allotments until the debt has been satisfied.

The Passing of a Great School Architect

A MAN who has made some of the finest and most substantial contributions to the school architecture of America, William Butts Ittner, of St. Louis, Missouri, died on January 26, 1936, at the age of 71 years. He possessed not only the genius of breathing into every new schoolhouse project something that made it more beautiful, more truly economical, and more serviceable than its predecessor, but he carried with him the power to impress the contracting parties with his ideals and objectives.

There is something in every architect that urges him to an eloquent expression of his imagination, but it is not within the gift of every architect to convert others to his plans and designs. William B. Ittner entertained such a high appreciation of his calling, approached his task with so much enthusiasm and earnestness that he received the acceptance, as well as the admiration, of those who came within the purview of his field of labor and the charm of his personality.

He struck a new note in the planning of school buildings when he adopted the "open plan" with all the advantages of light, ventilation, and occupancy circulation which the older "block plan" lacked. But his most important contribution was his insistence upon educational planning and the employment of the educational consultant as the prerequisite to architectural planning. He believed that the housing should be adjusted to the needs of the schools, rather than the school crowded into the housing. He was one of the first to sense the new dignity and importance which the school, particularly the high school, was assuming during the first two decades of the century, and he expressed his high estimate into which the school had been rising in dignified and expressive architectural design.

William B. Ittner was born on September 4, 1864. After a common-school education, he attended Cornell University, where he graduated in the branch of architecture. While, during his long professional career, he designed and constructed a variety of important private and public buildings, his great achievements were in the field of school architecture. This part of his career had its beginning as commissioner of school buildings for the board of education of St. Louis. He served in that capacity from 1897 to 1910.

It was the free scope which the St. Louis school board gave Mr. Ittner that enabled him to unfold his exceptional talents. His designs not only set a new standard of beauty and dignity, but he embodied in the floor plan, the relation of departments, and the layout of single rooms a wholly new efficiency as well as a liberal economy. He showed a determination to make the St. Louis schools excel those of any other city on the continent, and in this ambition the board of education supported him loyally.

After he had retired from the St. Louis office, he devoted his time and talents as consulting school architect upon a national scale. His prestige being firmly established, his expert services were in demand in important cities throughout the United States.

If American school architecture has excelled that of all other countries in the world, it has been due to the remarkable genius manifested by men of the Ittner type—men who have possessed not only vision and imagination, but also the constructive ability to realize their dreams. With the passing of Ittner the most outstanding and picturesque figure in American school architecture is removed. His creations, however, will stand not only as living monuments of his genius, but they will also serve as inspirations to the designer and builder of the schoolhouse of tomorrow.

Permanent tenure for teachers has been opposed by some school boards because a permanent appointment seems to be a permanent discharge from the school of self-improvement and effort. In reality the acceptance of permanent tenure should mean the acceptance of a deep-seated obligation to grow in scholarship, in teaching skill, in awareness of the constant changes in social organization, in industry, and in all life.

School Administration in Action

Teachers' Credit Unions in California

Martba McMillin

"A teacher who doesn't pay his debts is a disgrace to himself, his school, and the community in which he lives." Thus, one irate trustee expressed himself after the school board had received a letter from one of the leading merchants, in which "attention was respectfully called to the fact that Mr. Blank, a teacher in our city schools, has not paid a bill outstanding against him for more than eight months."

According to California state law, a teacher's wages may be attached for debt, but this drastic action is seldom resorted to. Instead, it is becoming the custom for school boards to inform the teachers that failure to pay their honest debts, will be considered a direct violation of the local regulations and a breach of professional ethics. Under the new tenure law, it would be possible for the board to dismiss a teacher who persistently failed to meet his financial obligations.

Perhaps the passing of this new tenure law has had something to do with the widespread establishment of Teachers' Credit Unions within the state. Whether or not this is the case, it is true that California cities have been most prompt in following the lead of New York, Chicago, Milwaukee, Kansas City, Atlanta, and Detroit, in establishing their own credit unions. Already seven California cities have organized, and at least eighteen others are now working out the final details before a final setup is accomplished.

The pioneer group is the San Diego teachers, who have accumulated a fund of \$60,000 to be loaned to needy members. In Los Angeles, the teachers' credit union has assets of approximately \$10,000 although it has been established less than a year. Other groups which have a working system now functioning are: Southern Section of California Teachers, and the teachers of Fresno, Orange County, San Francisco, Sacramento, Stockton, and Long Beach.

The experience of Los Angeles teachers is typical. Up to two years ago, they were faced with the dilemma of leaving their bills unpaid, or of going to a financial company that charged usurious rates of 42 per cent or more. After long discussion, they organized a credit union. Those who wished to and were able, bought shares of stock at five dollars each. The money accrued from the sale of these shares supplied the fund loaned to teachers who were in immediate need of cash.

A survey recently completed shows that this borrowed fund was used for three major providential purposes: (1) It went to pay doctor, hospital, and funeral bills; (2) it provided further education for those who wished to improve their professional status, or it helped to provide a college education for the children of teachers; (3) it went into a home site, or the buying, building, or improving of a home. Many teachers borrowed the money for a home site upon which to build a home under the FHA.

One of the reasons for the almost phenomenal success of the teachers' credit union in California is the simplicity of the setup. Only seven people are necessary for organization. Shares are inexpensive, usually only five dollars each. Also, the plan is highly democratic, in that every member has only one vote regardless of the number of shares he owns. Usually, however, a limit is set on the

number of shares that each member may hold. Furthermore, the officers are bonded, and serve without pay. A borrower's protective insurance is supplied at low cost.

In the past, losses incurred have been so slight as almost to be negligible. The reasons are self-evident. In the first place, every borrower is well-known to his associates, and his integrity is established before he is loaned any of the funds. Second, teachers, as a group, have a high standard of ethics and are therefore "safe risks." Third, if a teacher refuses to repay the loan, the state law permits that his salary be attached. However, this stringent action has never been taken, as there has never been any necessity.

The advantages of the credit union to teachers are readily apparent. The credit union develops thrift, and yet at the same time it encourages wise spending, in that teachers may make expenditures for providential purposes without being compelled to pay prohibitive interest rates. More important, this system aids teachers in paying off emergency bills which could not be anticipated and for which no immediate provision had been made.

Wherever the credit union has been established, it has been found that the making of long-term debts to merchants, doctors, and others is eliminated, with the result that teachers as a class have raised their credit rating. Finally the credit union does away with the haunting fear of unpaid bills, and thus raises teacher morale, and the efficiency of the teaching staff.

EDUCATION NOT A FUNCTION OF THE STATE IN FLORIDA

The Supreme Court of Florida has announced a doctrine in regard to public education which is of national interest. It contends that public education is not a primary function of the state. It places the burden of school support upon the county.

The court proceeds to say that until the amendment of 1926 education "has been historically and legally considered a purely county purpose." It further states that the amendment is "a distinct exception to the constitutional rule to the effect that our constitution contemplates that an exclusively state purpose must be accomplished by state taxation, and exclusively county purpose . . . by county taxation." Thus, the decision of the Supreme Court is to the effect that "the primary obligation of operating the public schools and raising revenues therefore has been regarded by

law as a county school purpose and not a primary state purpose."

R. J. Longstreet, supervising principal of the Daytona Beach public schools, in a discussion on the subject, says: "The public-school people and the friends of free public school 'liberally maintained' have been contending that when local districts and counties are unable to support education adequately, it is the duty of the state to come to their assistance, by authority of Section 1, Article 12, of the state constitution, and by virtue of the accepted American policy, as declared in state supreme court decisions, that education is the function of the state. So far as national policy in this is concerned, Florida has again seceded from the Union.

"To be sure, the Florida Supreme Court has not denied that the state has the power to contribute to free public schools. But it has declared quite plainly that the support of the schools is not the primary concern of the state as such. If, after the road department and the institutions of higher learning and the attorney general's department and the governor's office and the hotel commission and the beer inspecting bureau and the state game commission, etc., have been given ('in full' reads the decision) all that they have asked for and can get, then and then only may the public schools receive state aid from the general treasury of Florida. An appropriation, said the court, is a sacred obligation, a constitutional obligation. It has not been so considered in years past so far as the public-school 'department' is concerned. If there were not enough money to meet the \$7,500,000 appropriation, the teachers simply went unpaid and that was all there was to it. Now a sacred obligation to pay has been declared by the court, and things may be better for the schools so far as the extent of their appropriation itself is concerned if this statement of the court has any significance. Just how this will work in the future remains to be seen.

"In any event, the effort to put public schools on a parity with other departments of the state has failed in Florida, and in the decision the Supreme Court has announced a doctrine which may have national interest, namely, that the state is not primarily responsible for the public schools, and that education is not the function of the state."

AN EDUCATIONAL-GUIDANCE PROGRAM

A practical program of educational guidance and exploratory work has been put into operation in the junior-senior high school at Massena, N. Y., under the direction of the school faculty and with the approval of Supt. E. G. Simmons.

The new educational-guidance program has been inaugurated for the purpose of affording help to high-school students in the selection of their courses. Under the plan, all seventh-grade students meet once each week in a regular class, under the direction of the homeroom teacher. In the eighth year, all students take guidance one period each week, under the direction of a guidance teacher. The work covered includes topics in both the educational and the vocational-guidance fields. A standard text is utilized and the program is enriched by a variety of reference books and pamphlets.

The exploratory work is simple, yet adequate. Each boy in the seventh year is placed in an industrial-arts class, which meets twice weekly, to take instruction in elementary woodwork, electricity, sheet-metal work, or automotive mechanics. Each girl is offered forty lessons in sewing and forty lessons in foods during the seventh year. In the eighth year, students who are interested are permitted to continue the practical-arts course. Classes meet five times each week and students continue the work begun during the previous year.

Students who have made no choice of a course are permitted to elect ten weeks of general language, to be conducted during five periods a week, followed by ten weeks of elementary commercial work, to be taken during five periods a week. In the middle of the eighth year, such students are allowed to choose from the academic, commercial, language, or practical-arts courses. At the beginning of the ninth year, students are permitted a final choice in the matter of a definite high-school course.

(Concluded on Page 80)

THAT DEAR 'OLD BACK ROOM'



Boston school committee, by a vote of four to one, still refuses to come out completely in the open and abolish its private conferences which take place just before the public sessions. Motion of Henry J. Smith, the new board member, to abolish the secret conferences was

voted down. The taxpayers and their representatives, the press, get the routine business transacted in the open sessions—after the real business and all its details have been settled in the privacy of closed conference sessions.

—The Boston Record.

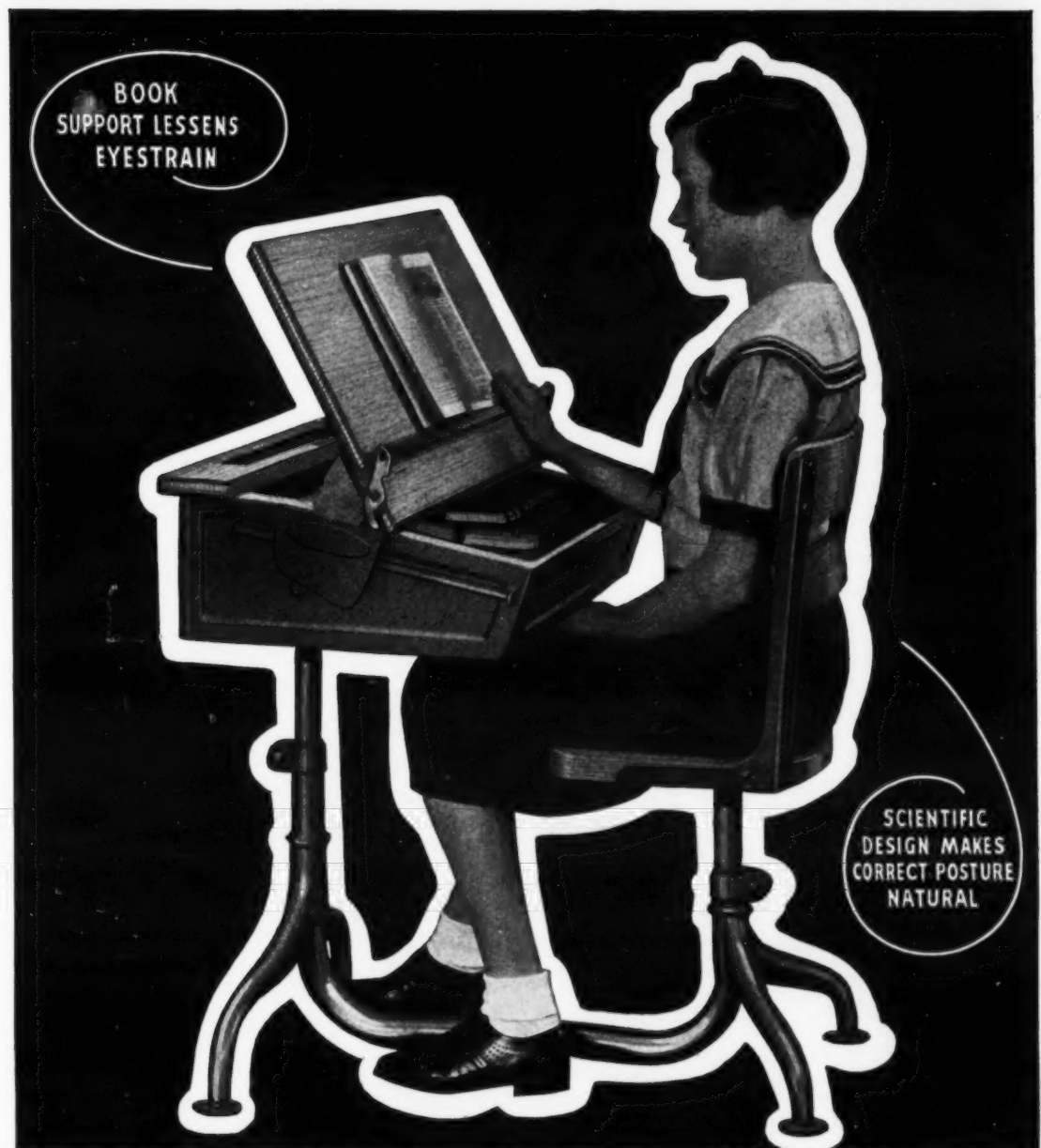
A Great
CONSERVATOR OF
HUMAN VALUES
in the American Classroom

Incorrect postural and visual working conditions protracted through long hours and years of school life tend to make poor posture habitual and its effects chronic.

Faulty classroom equipment is believed to be a contributing factor in a wide range of physical disorders and particularly in generally lowered energy, decreased visual efficiency, and in mental retardation.

Correct postural and visual working conditions, made natural and comfortable by the American Universal Better-Sight Desk, go far to protect the child from eyestrain and the postural evils incident to school work . . . thereby contributing to vigorous physical and mental development and minimizing many of the needless wastes of human values.

Classroom posture posters and interesting pamphlets relating to healthful posture and eye-protection are available for teachers' use. Address Dept. ASB 3.



**THE POSTURALLY CORRECT AMERICAN
 UNIVERSAL BETTER-SIGHT DESK**

ACCEPTED BY THE COUNCIL ON PHYSICAL THERAPY OF THE
 AMERICAN MEDICAL ASSOCIATION

AMERICAN SEATING COMPANY

*Makers of Dependable Seating for Schools,
 Churches and Public Auditoriums*



General Offices: GRAND RAPIDS, MICHIGAN

DISTRIBUTING BRANCHES IN ALL TRADE AREAS

Simultaneously

DAMROSCH played for one of their classes

and SEC WALLACE addressed another

Combination Clock
and Radio Speaker.



STANDARD
MAKES EVERY
MINUTE COUNT

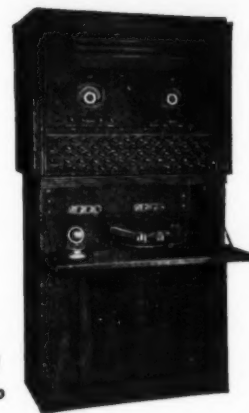
The STANDARD RADIO and SOUND DISTRIBUTION SYSTEM enables one, or, if desired, two simultaneous radio programs to be relayed to any or all classrooms. Principals may broadcast announcements without need of a general assembly. Teachers or pupils may be quickly located and summoned by a general broadcast. Moreover, by reversing the system, school officials may listen in on classroom conduction, unknown to teachers or pupils.

These and other multiple uses of STANDARD SOUND DISTRIBUTION SYSTEMS may be supplied separately or in conjunction with STANDARD Electric Time Systems. The complete story is yours for the asking. Write direct to

THE STANDARD ELECTRIC TIME CO.

Springfield - - - - - Massachusetts
Offices in Many Principal Cities

Central Control
Panel for Radio
and
Phonographic
broadcasts



"STANDARD" Sound Distribution Systems
ALSO ELECTRIC TIME, FIRE ALARM AND TELEPHONE EQUIPMENT
AND LABORATORY CURRENT DISTRIBUTION SYSTEMS

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS A Department of the National Education Association

Note: The summary here presented is taken from an advance copy of a report made by the Committee on Longer Planned Program headed by Superintendent Paul C. Stetson of Indianapolis, submitted at the business meeting of the Department of Superintendence, N.E.A., held at Saint Louis, Missouri, February 25, 1936. The final adoption of the report which is subject to amendment cannot be made until 1937.

The most important departure in the history of the Department of Superintendence to be undertaken shortly consists of a widening of the scope and function of that body and a change in its name. It is proposed to call it The American Association of School Administrators, and at the same time to retain it as a department of the parent body, namely, the National Education Association.

The broadening of the objectives of the organization is embodied in the following: "The object of this Association shall be to maintain and elevate the professional and ethical standards of the teaching profession in general and its administrative and supervisory service in particular, and to promote activities which will look toward the accomplishment of the following objectives: to assist its members to understand the development of American culture in its relationship to education; to assist its members to develop an understanding of the fields, services, and responsibilities of education; to achieve a unified professional strength for the improvement of education; and to place before the public the facts and viewpoints which will lead to an intelligent appreciation of the work of the schools."

The next change of importance deals with the election of officers. The old plan did not provide for any particular method for the election of officers. The new constitution is to provide the following: "The election of the President shall be conducted by mailing an annual preferential ballot to all active members of the Association. The primary preferential ballot shall call for three nominations, designated as first, second, and third

choices. The names of the five persons receiving the highest number of votes in this primary preferential ballot shall be submitted in a final preferential ballot, on which active members shall again indicate their first, second, and third choices. The primary ballot shall be mailed on or before October 1 and returned not later than midnight of October 31. The final ballot shall be mailed not later than December 1 and returned not later than midnight of December 21. The person who receives the preferential plurality in the final ballot shall be declared elected by the Executive Committee. On or before February 1 the Board of Tellers shall officially certify and announce the results of the election."

Other changes are minor only. The final vote on the adoption of the new constitution and by-laws will be taken at the annual meeting in 1937.

The objectives of the Association under the proposed changes are to be the following:

"Vision: In order that its membership may understand better the improvement and growth of American culture.

"Improvement: In order that its membership may develop an understanding of the services and responsibilities of education.

"Unity: In order that its membership may achieve unified, professional strength for the improvement of education.

"Interpretation: In order that its membership may meet its responsibilities to the people by presenting factual information concerning the purposes, values, the conditions, and the needs of education."

Entering Upon New Departures

The present activities of the department include (1) the issuance of a yearbook, (2) a research bulletin, (3) printing of official report, and (4) the conduct of an annual meeting divided into (a) general sessions, (b) discussion groups, (c) convention exhibits, and (d) programs of other organizations.

Under the proposed plan, the research bulletin is to be retained. The group meetings are to be changed into working rather than listening bodies. The exhibits, too, are to be continued.

"The committee suggests that, if the exhibits were arranged on a functional basis; regularly scheduled and properly conducted trips through the exhibits were organized; and a portion of one program devoted to them, they would prove much more valuable to the exhibitors than they are at present. Therefore, both the exhibitors and the convention will benefit."

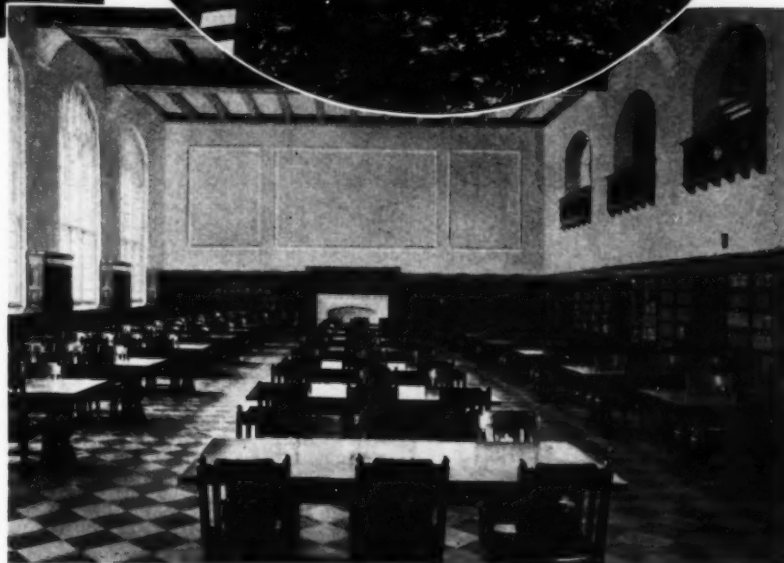
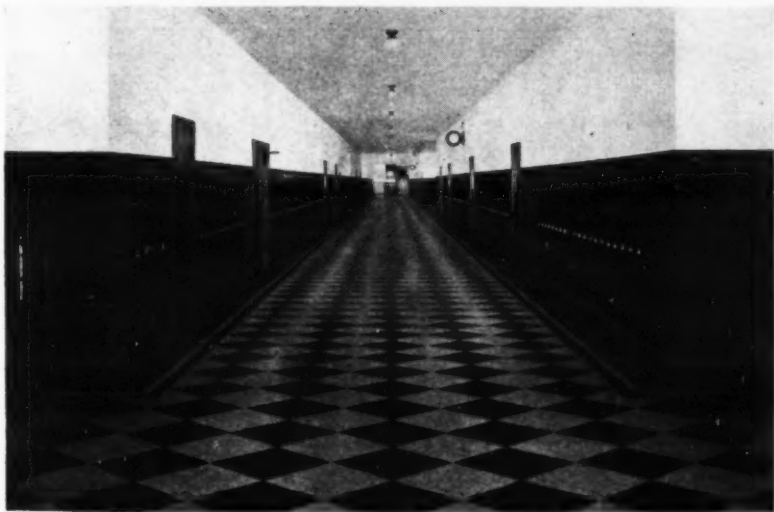
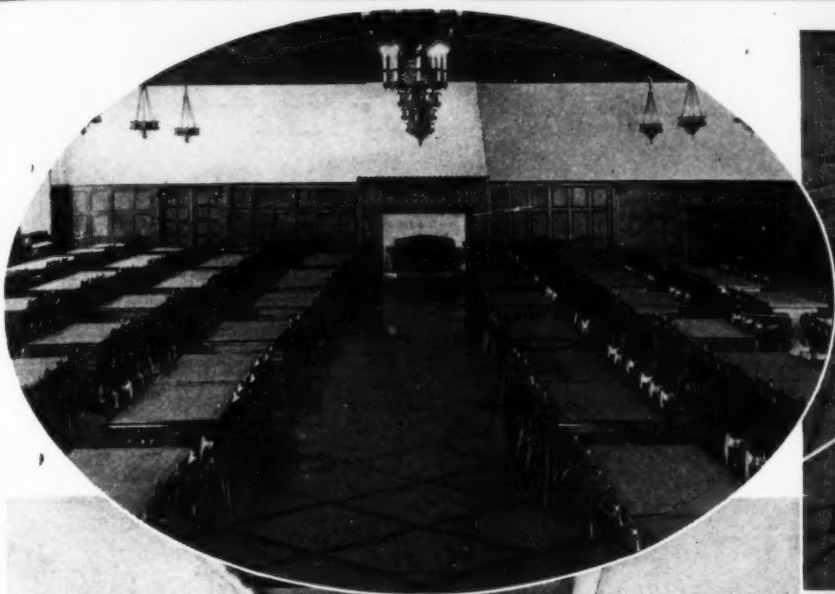
The yearbooks, however, are to be omitted. Here, it is held that the Association will be benefited "if no more yearbook commissions are appointed and if in place of these yearbook commissions an appraisal committee is appointed whose duty it would be to present the various points of view on the current problems discussed at the annual convention, and to summarize and generalize these in a publication which would reach the convention members not later than June or July following the convention."

The committee expresses the feeling that the general sessions are of great value and should be continued because of the inspiration which comes from such gatherings. The committee, however, urges that the programs of other organizations that meet with the school administrators should be subordinated to the main program of the convention, and should not be permitted to compete for the time and the attention of the members of the Association.

The committee feels that there ought to be a general reorganization of all educational organizations, local, state, and national, and then holds that "one of the fundamental needs of the teaching profession is the development of a strong Teacher Guild in which organization all those engaged in the profession of teaching (from nursery school through university) or its complementary activities (administration) may find a place. The need for unification of the teaching profession is based upon rational grounds and is in harmony with general trends of organization of individuals into interest-groups."

"The teaching profession has a peculiar status and responsibility. As agents of the state its members are confined in their interpretative activities to keeping the people informed of the value and

(Concluded on Page 51)



Sealex meets requirements of all school areas

From gymnasium to cafeteria, Sealex Linoleum provides the ideal floor for the school building. The illustrations above show how this versatile modern material fills the individual requirements of six different interiors in the Topeka High School, Topeka, Kansas.

The resilient surface of Sealex Linoleum muffles the sound of footsteps in classrooms, corridors, library and art gallery—promotes an atmosphere of studious quiet. In gymnasiums, locker-rooms and lunch-rooms, Sealex is especially desirable

because it is so easy to keep clean and sanitary. And in all these areas, the durability of a Sealex Floor means inexpensive maintenance and long life. A wide variety of patterns provides almost unlimited choice of decorative treatments.

When installed by authorized contractors of Bonded Floors, Sealex Linoleum is backed by a guaranty bond covering the full value of workmanship and materials. Write for complete information on any of your floor-covering problems.

CONGOLEUM-NAIRN INC., KEARNY, N. J.

SEALEX
TRADEMARK REGISTERED

Linoleum Floors and Wall-Covering

Advice...

again we seek it!

Twenty-five years ago we realized the educational opportunities offered by the phonograph. So we asked educators the question: "How can we help you?" The answer was: "Cooperate in developing music appreciation." Out of that question and answer grew the famous music appreciation aids based on our Victor Records. These aids have been widely and steadily used for many years throughout the schools of the country, to the enrichment of the lives of millions of our citizens.

Today, this organization again comes to educators with the same question of twenty-five years ago. But now, instead of one, there are many products on which we seek your counsel. These are:

RCA Photophone 35mm. Sound Film Projectors, for permanent installations, giving results in school auditoriums comparable with the best theatres.

RCA 35mm. and 16mm. Portable Sound Film Projectors, for smaller rooms, and where portability and lower price are essential.

RCA 35mm. Slide Film Projectors (still pictures with sound-on-disc).

RCA Film Recording Channels (for professional use).

(For none of the above does RCA make films; its activities are confined to making the best possible apparatus for showing films with maximum clarity of picture and sound, and for recording sound.)

RCA Centralized Radio Systems, by which the principal can supply educational radio programs to individual rooms, make announcements, play records, all from a central control.

RCA Oscillographs and Test Equipment, particularly suited as laboratory apparatus for courses in electricity.

Victor Records, with whose educational development you have played such an essential part.

RCA Victor Radio Receivers and Radio-Phonographs.

The application of such aids in education is not yet a definite science. Best results in making it one will be obtained by the closest cooperation between educators and manufacturers.

So again we ask the advice of those who best know the practical problems involved. What are your needs in the Visual Sound Educational field? How can we help you? Will you not assist us in further enriching the lives of growing Americans—as you have helped us in furthering music appreciation through the medium of Victor Records?

FOR SCHOOLS

This is the new RCA Victor Electrola R-95, a splendid modern electric phonograph with powerful amplifier. Easily portable. \$49.95, f. o. b. Camden, N. J.



EDUCATIONAL DEPARTMENT
RCA MANUFACTURING CO., INC.
 CAMDEN, NEW JERSEY
 A SERVICE OF THE RADIO CORPORATION OF AMERICA



The Child Development Readers

Edited by JULIA LETHELD HAHN

*make reading a joyful and successful adventure.
 With these readers, boys and girls*

1. acquire a background of experience and language facility before reading word symbols:
2. begin their reading from a book, the first day:
3. begin by reading pictures—a kind of reading any child can do:
4. overcome handicaps as they arise:
5. practice success in reading instead of failure:
6. share in the natural, on moving, social experiences of book-children:
7. are taught by a method that keeps interest, enjoyment, and thought uppermost all the time, and by a plan that assures their complete development.

Primary books by Julia Letheld Hahn, Julia M. Harris, and Jennie Wahlert now ready

HOUGHTON MIFFLIN CO.

Boston New York Chicago Dallas Atlanta San Francisco

KIMBALL BUILT

LABORATORY·VOCATIONAL·LIBRARY FURNITURE



Orderly Organization

Kimball laboratory and vocational furniture has the essential features of utility of design and service to recommend its acceptance. Installations in schools throughout the country attest to this extra value and the orderly organization with Kimball products.

Take the experience of prudent school officials before making your decision. Then specify Kimball equipment for your laboratories and vocational departments and be sure of lasting satisfaction and efficient economy.

An examination of the Kimball catalog will illustrate the meaning of Kimball quality. Write for your copy now, and without obligation, ask to have our engineers call.

W. W. KIMBALL COMPANY

CHICAGO

Established 1857

ILLINOIS

Laboratory and Vocational Furniture Division

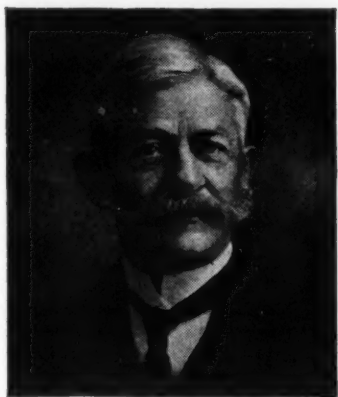
A. E. Kaltenbrun, Director of sales 306 South Wabash Ave., Chicago

New England Sales Office

16 Columbus Avenue, Boston, Mass.

New York Sales Offices

105 W. 40th Street, New York



HOLDEN BOOK COVERS

Reduce the "UPKEEP" expense of Free
Textbooks and Supplementary Readers

By Making Them *Last Twice as Long!*

The entire book is reinforced and strengthened by these Covers
which are made to withstand desk friction and daily wear.

HOLDEN COVERS safeguard the **HEALTH** of the school
children by lessening the danger of spreading infectious
diseases through the use of soiled and filthy school books.

SAMPLES FREE

HOLDEN PATENT BOOK COVER COMPANY

Miles C. Holden, *President*

SPRINGFIELD, MASSACHUSETTS

(Concluded from Page 48)

needs of public education through normal and accepted means of communication. They are definitely confined to working within the existing social pattern and are professionally enjoined from using the schools as a means of advancing their own interests even when these are in harmony with the increase of efficiency within school organization."

A strong teachers' guild would have the responsibility of determining its own standards for membership and for improvement. It must offer protection to its members and, at the same time, be ready to discipline them for unethical conduct. It must protect both the institution entrusted to it, as well as its members. The National Association of School Administrators, in its particular field, would be interested in state conferences, organized in turn into regional conferences, and finally into the national convention.

The committee recommend that the entire problem of a teaching guild be given serious study by independent and co-ordinating professional-interest groups.

THE LARGEST CITY SCHOOL SYSTEM REPORTS

A city having more than one million school children to educate necessarily encounters some problems which do not manifest themselves in the smaller community. Thus, when the superintendent of the New York City schools issues the thirty-seventh school report it is likely to contain matters of exceptional interest.

This document, which is printed on 133 pages, 12 by 14 inches in size, is bound in a festive blue color, bearing the title, "All the Children." The initial pages enumerate the organization personnel and describe the administrative structure. Supt. Harold G. Campbell then explains that instead of entering into voluminous detail, he holds to the more vital problems facing the school system. These he epitomizes in "individuation of instruction, truancy, delinquency, and crime prevention; the building shortage, etc."

The enrollment in March of last year in the elementary, high, and vocational schools was 1,-

121,148 and in the evening schools 88,215. The instruction in the day schools involved the services of 36,000 persons. The educational system does not stop functioning at the close of the school day. Outdoor playgrounds are thrown open for play after school hours. Last year, 150 after-school athletic centers for supervised play and athletics were in operation.

The school authorities here realizing that they are in control of the largest school system in the world have resolved that they must make it also the smallest. By that is meant that the teacher must become child conscious rather than curriculum conscious, and that regardless of the ponderous size of the school system the school must be fitted to the needs of the child.

The report says that "teachers have learned that to teach successfully, their methods must harmonize with the characteristics—physical, mental, emotional and spiritual—of the pupils they teach and that schoolwork presents difficulties of different kinds to different pupils on account of marked differences in ability. Teachers have come to appreciate the worth and dignity of the individual."

And here it is explained that "the successful functioning of a comprehensive plan for integrating the work of 625 elementary schools, serving communities not only widely separated by distance by differing from one another in racial backgrounds, economic status, cultural opportunities, and the other elements that condition educability, depends to a large degree upon the directing influence of the assistant superintendents in charge of districts."

Thus, the success of a monster school system primarily rests upon complete control of all the factors and agencies involved.

A large center of population, with its slums and crowded streets, presents problems in truancy, delinquency, and crime prevention which press their solution upon the school. Parental attitudes vary. There is the unwanted child, as well as the over-petted child, the underfed, and the neglected. Racial peculiarities come to the surface.

Owing to the crowding, the roofs of many school buildings are turned into playgrounds. Some 90,000 pupils are fed daily in school lunchrooms, with an operating personnel of 1,546. The total cost of

operating the schools for the year 1934 was \$123,-921,505.26. The capital outlay for the year was \$1,-868,663.88, bringing the total expenditure for the year up to \$125,790,169.14. An unexpended balance of \$15,963,680.89 remained in the school treasury.

A VITALIZED COMMENCEMENT PROGRAM

The high school at Knoxville, Tennessee, has for a number of years carried out a vitalized commencement program, with the participation of the members of the graduating class. The idea has maintained the interest of the high-school students and has attracted a good deal of interest on the part of the school patrons and the general public.

The commencement program for the midyear season on January 24, 1936, began with a panel discussion, with the senior class seated on the platform. There were talks by a group of four students, who discussed four phases of the general subject, "America at the Crossroads."

A fitting challenge to the graduating class was a list of educational problems, prepared by Supt. Harry Clark, which was placed on one page of the commencement program. The list contained ten important objectives which might be undertaken for the improvement of the community's schools. The message of the superintendent was given while the audience waited for the main program to begin.

ANNOUNCE TENTH KANSAS JANITORS' SCHOOL

The committee on arrangements has announced the completion of tentative plans for the tenth annual Kansas Janitor-Engineers' School, to be held at Wichita, from June 1 to 5, and at Topeka, from June 8 to 12. The school is conducted under the supervision of the Kansas State Board for Vocational Education, with Mr. C. M. Miller as director.

Peru School Board Appeals

♦ The board of education at Peru, Ind., has appealed to the State Supreme Court the decision rendered in the case of G. W. Youngblood versus the Peru school board and J. P. Crodian, and the Supreme Court has granted a stay of judgment. The suit involves the right of a school board to transfer a superintendent to the position of principal while he holds an indefinite contract under Indiana teacher-tenure law. Since August, 1934, the Peru school board has employed Mr. J. P. Crodian as superintendent of schools, to succeed Mr. G. W. Youngblood.



THEY OBSOLETE THE FIELD

Truly modern appearance—greater operating ease—complete protection—super-strength for long life—all are provided in extra measure in the new A-S-E Lockers.

All-Steel-Equip Company has been making lockers and other steel equipment for over 20 years. These new lockers are the result of this long experience, plus advice from archi-

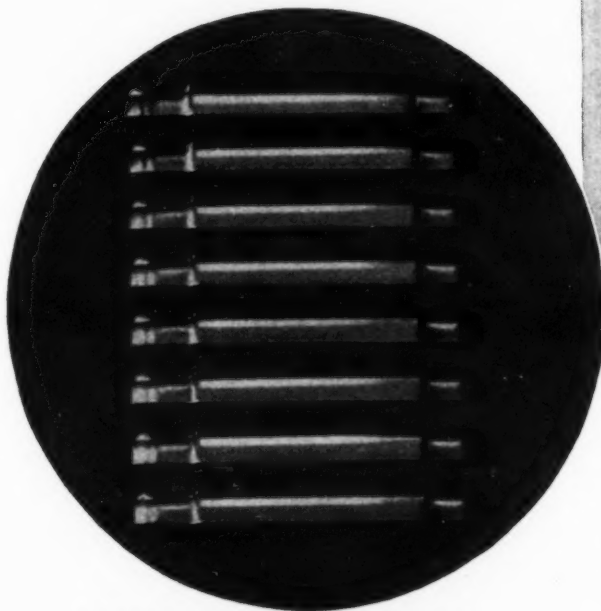
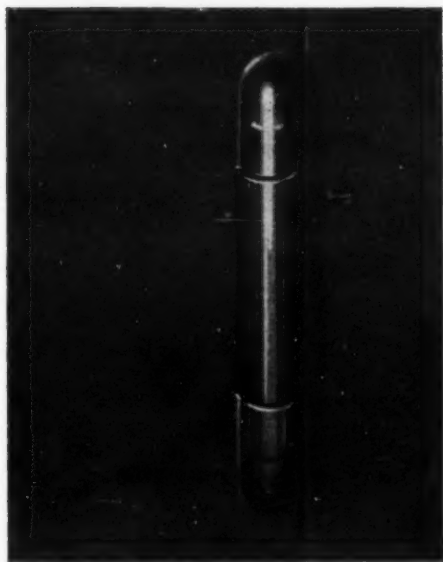
itects, users, and the services of the eminent stylist, William A. Kendall.

In these new A-S-E Lockers you will find the same dependability of materials and construction—the same time-proved features, with new features added to give even greater value.

Send the coupon today for the new locker catalog C-30—just off the press. It tells about these finest of all lockers.

LOUVERS OF GREATER BEAUTY—MORE VENTILATION

Distinctive in appearance, these new, specially designed louvers not only provide beauty to the A-S-E doors, but they allow greater ventilation. Either singly or in groups, A-S-E Lockers are better looking because of such modern features.



MODERN, TORPEDO-TYPE HINGE

Rub your knuckles over the hinge! It is smooth—streamlined. There's nothing to catch cleaning cloths. This hinge, actually part of the door, is sag-proof. There are no weakening notches cut in the frame or the locker for this hinge. Hinge pins covered by embosses in the door. Note the phantom illustration, showing how hinge pins are concealed and protected.



A DOOR THAT CAN'T GO WRONG

Sixteen-gauge steel, reinforced by compound flanges along both edges! There's plenty of strength to withstand years of use and abuse. There are no projections on the door, nothing to catch cloths or clothing. Renewable live-rubber bumpers cushion the closing of this door. The latching system is built without projections and works with machine-like precision, whether the door is closed gently or slammed. And, because of the A-S-E hinges, built right into the door, there is never any fear of sagging.

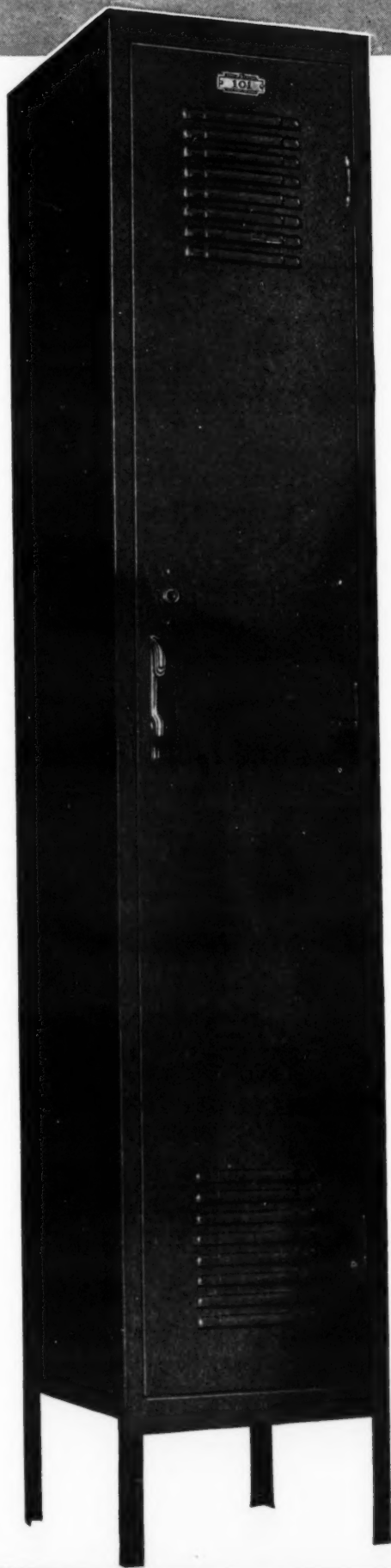
ALL-STEEL-EQUIP COMPANY

INCORPORATED

606 JOHN STREET

AURORA, ILLINOIS

STEEL LOCKERS *Soundest Investment*



THIS HANDLE HAS EVERY ADVANTAGE

A locker handle really designed for the job. It operates at a finger touch, is easy to grasp with thumb and fore-finger—yet closes quietly and securely. The distinctive shape not only harmonizes with the locker itself, but prevents tampering or hanging towels on it. Die cast for greatest strength. Satin chromium finish on sides and highly polished front surfaces.



SINGLE TIER • DOUBLE TIER • BOX COMPARTMENT —EVERY STYLE

Every style for every type of requirement. Single tier, double tier, box and compartment, 2-, 7-, and 8-person . . . special bases and tops, free-standing and recessed . . . all available. Now the locker problem can be answered more attractively, more efficiently and more economically. Let A-S-E engineers work with you for the most efficient locker system for your needs.

ALL-STEEL-EQUIP COMPANY, Inc.
606 John Street, Aurora, Ill.

Send without obligation, your new locker catalog C-30.

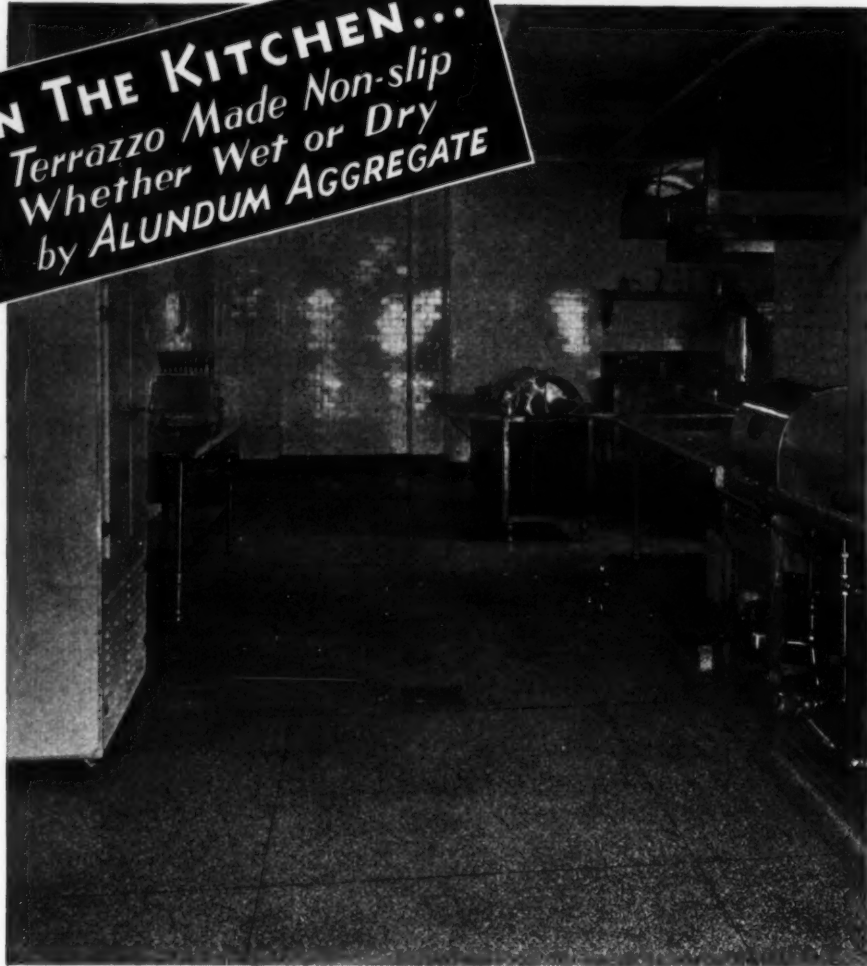
Name

Position

Address

City State

IN THE KITCHEN...
*Terrazzo Made Non-slip
 Whether Wet or Dry
 by ALUNDUM AGGREGATE*



THE modern school cafeteria needs a modern kitchen. And for modern kitchens terrazzo is an excellent flooring material—when made non-slip by Alundum Aggregate. A terrazzo floor is durable and economical and when Alundum Aggregate is incorporated in the surface in the proper proportion the terrazzo becomes permanently non-slip. The non-slip effectiveness provided by Alundum Aggregate is not lessened by wear nor by spilled liquids; the Aggregate also supplies additional durability in the places where traffic is concentrated—in front of sinks, ranges, refrigerators and the like.

T-436

NORTON COMPANY, WORCESTER, MASS.

New York Chicago Detroit Philadelphia Pittsburgh
 Hartford Cleveland Hamilton, Ont. London Paris
 Weesling, Germany



PENNSYLVANIA SCHOOL DIRECTORS MEET IN HARRISBURG

The school directors of Pennsylvania held their forty-first annual meeting February 5 and 6, in Harrisburg. Mrs. Warren Marshall, of Swarthmore, president of the association, presided.

Among the speakers at the first session were Mr. Robert R. Abernethy of Harrisburg; Dr. J. Evans Scheele; Dr. Clyde M. Hill, of Yale University; and Dr. Lester K. Ade, State Superintendent of Public Instruction.

The afternoon session was opened by Dr. C. Valentine Kirby, director of art in the state department, who presented a description of the forum. The president presented her report, and addresses were made by Dr. Ben Graham of Pittsburgh; Dr. Samuel Griffin of White Plains, N. Y.; and Rev. Frank W. Ruth, Berks County.

A business session was held on the second day, after which the Association was addressed by Mr. Edwin C. Broome, superintendent of schools of Philadelphia; Dr. Guy T. Holcombe, of the Eastern Penitentiary; Dr. Walter Livingston Wright, of Lincoln University; W. A. Clifford, of Mt. Vernon, N. Y.; and Dr. Clarence E. Ackley, of the Department of Public Instruction.

NEBRASKA SCHOOL BOARDS MEET IN KEARNEY

The seventeenth annual meeting of the Association of Nebraska School Boards and Executives was held February 28 and 29, in the Fort Kearney Hotel, Kearney. Mr. Ralph E. Kiplinger, of Kearney, was in charge as presiding officer.

The meeting opened with separate sessions at the hotel for board members and for school executives. At the session for school boards, Mr. Leo Wyman, of Gibbon, talked on "Qualifications of a Board Member"; Mr. Ralph Norman, of Ord, discussed "Duties of a Board Member"; Mr. Edward E. Carr, of North Platte, took the topic, "What a Board Has a Right to Expect of the Superintendent"; and Mr. E. R. Moehner, of Loup City, discussed "What a Superintendent Has a Right to Expect of His Board." Other speakers at the afternoon session were Supt. A. L. Burnham, of Scottsbluff; Dr. W. K. Morton, of the University of Nebraska; and Supt. M. C. Lefler, of Lincoln.

The school executives were addressed by Dr. Hans Olson, who discussed "Duties of the School Superintendent"; Supt. Millard Bell, of Ord, talked on "Directing In-Service Training"; Supt. H. R. Partridge, of Alliance, spoke on "Cost Surveys"; and Supt. H. A.

Burke, of Kearney, talked on "Ethics in Securing a Job."

Following the noon luncheon, there was a joint meeting of both groups in the Kearney Junior High School auditorium.

In the evening there was a joint banquet meeting, with Mr. J. A. Jimerson presiding. Talks were given by President George E. Martin, of the Kearney Teachers' College, by Mr. E. J. Overing of Red Cloud, and by Mr. Charles E. Miller of Albia, Iowa.

The second day's sessions opened with a talk by Mr. Charles E. Miller on "Teachers as We See Them." The remainder of the session was devoted to committee reports and the election of officers.

The following officers were elected for the next year: President, Edward E. Carr, North Platte; vice-president, J. P. Young, David City; secretary-treasurer, E. J. Overing, Red Cloud.

MINNESOTA SCHOOL BOARD ASSOCIATION HOLDS FIFTEENTH MEETING IN MINNEAPOLIS

Tapping of several tax sources to obtain funds for the support of the public schools was urged at the fifteenth annual convention of the Minnesota State School Board Association, held in the Nicollet Hotel, in Minneapolis on February 4 and 5. Mr. O. S. Glover, superintendent of schools of Edina, in presenting an analysis of school finances and legislation, declared that the present tax system in its present application to school revenues has become obsolete. Instead he recommended a moderate property tax on rural and urban property, with no exemptions; a state income tax with low exemptions; real-sales tax on articles sold; and an inheritance tax. Purposes of the board of control were discussed by Mr. G. V. Kinney, of Red Wing, and Mr. John E. Palmer, secretary-treasurer, in his report, dealt largely with association finances.

Dr. John G. Rockwell, State Commissioner of Education, one of the main speakers, discussed the codification of existing state school laws, through a committee to be empowered to act in harmony with good educational planning, and the placing of teacher employment on a civil-service basis. He showed that better-prepared teachers and an increase in their social usefulness would result from the adoption of a civil-service employment system. The widening of high-school programs to permit students not planning on attending the university to assimilate commercial programs was also advocated by Dr. Rockwell.

Other speakers at the sessions included Dr. E. E. Novak, Mr. C. L. Pegelow, Mr. Walter E. Englund, Mr. Edwin L. Lindell, and Mr. Otto W. Kolshorn.

At the final session on February 5, the group listened to reports of the chairmen of the various committees. The election of officers took place at that time.

The Association voted to hold the 1937 meeting in St. Paul, some time in February.

A tax committee was appointed by the Association, consisting of Dr. E. E. Novak, New Prague; Mr. Otto W. Kolshorn, Red Wing; and Mr. Lynn Thompson, Minneapolis.

The following officers were elected for 1936: President, Mr. Edgar E. Sharp, Moorhead; vice-president, Mr. J. S. Siewert, Slayton; secretary-treasurer, Mr. John E. Palmer.

Members elected to the board of directors comprise Mr. Otto W. Kolshorn, Red Wing; Mr. David G. Fast, Mountain Lake; Mr. J. B. Johnson, Cambridge; Mr. I. C. Pearce, St. Paul; Mr. Lynn Thompson, Minneapolis; Dr. H. B. Clark, St. Cloud; Mrs. M. Allen, Canby; Mr. E. C. Jones, Ely; and Dr. F. J. Rogstad, Detroit Lakes.

SCHOOL SECRETARIES OF PENNSYLVANIA MEET

The twenty-third annual convention of the Pennsylvania Association of School-Board Secretaries was held February 4 and 5, in the Forum of the State Education Building, in Harrisburg, with some 500 school secretaries in attendance.

The main theme of the convention was centered around the problem of the increased difficulty of school finances. Departing from the usual custom, the members held a number of round-table discussions.

Three recommendations were authorized for presentation to the legislative committee of the Pennsylvania State School Directors' Association. One would have a possible special session of the legislature appropriate money to cover the cost of paying teachers, and another asked for money to cover the loss in revenue in taxes due to the tax-abatement and exemption acts passed at the 1935 session of the legislature.

At the business session, the following officers were elected for the year: President, Mr. Willis H. Lady, Biglerville; vice-president, Mr. H. W. Hoover, Polk; secretary, Mary E. Robbins, Sunbury; treasurer, Mr. Harold R. Kratz, Norristown. Members of the executive committee are Mr. Ralph E. Ord, Allegheny County, and Mr. H. W. Cramblet, of Pittsburgh.

In Korea



SCHOOL
CHILDREN
OF
KOREA

To exclude knowledge of things of which
we disapprove is to limit education

Royal

"THE FINEST SINCE '97"

Write for catalog of

MODERN SCHOOL SEATING
for
MODERN AMERICAN SCHOOLS

ROYAL METAL MFG. CO., 1142 So. Michigan Ave., CHICAGO—Also New York and Los Angeles

Teacher Tenure or Political Patronage?

To the Editor:

By a strange coincidence the May, 1935, issue of the SCHOOL BOARD JOURNAL carried an editorial on amending tenure laws¹ and a few pages further on, a summary of a bulletin on selection of teachers.²

Did it strike anyone else that if proper selection came first, tenure might safely be lengthened rather than limited? You know our friend Andrew Jackson started a bad business when he made appointment to public office the reward for personal favors rendered to the man in power. The country then became so infected with the spoils system that we have not yet thrown off its poison. It continues to invade every sphere of public service to this day with evil consequence.

In most departments, the worst that can result from changing officials at each turn of the political tide or at the personal whim of the head is a waste of public funds and a poor quality of public service. These are both bad enough but, after all, public funds are replenishable and public service can be improved. When the garbage is not collected at frequent intervals, when the fog horn keeps us awake nights, when the pavement crumbles, we can always telephone our complaints and demand remedies. We can tell them we'll see to it that the Republicans get back into office as soon as possible.

If, however, the garbage makes your baby ill, if the family loses sleep every time the fog rolls in, if your child is crippled for life as a result of a fall on that defective pavement, then the situation is comparable to what patronage does to the public schools. Far worse than waste of funds and deterioration of service is what may result from depriving the child of the best example, the best care, the best instruction that can be had; he may lose the opportunity to grow, he may acquire bad habits, he may become morally deformed.

Finley said: "Education is the eternal debts which maturity owes to youth."

You, Mr. Citizen; you, Mr. Taxpayer; you, Mr. School-Board Member—you represent the maturity of the community. You must see that this debt is paid.

It can be paid only when the best teachers available are appointed—teachers of native ability, thorough training, and integrity of purpose. That debt can be paid only when the best teachers are appointed and kept on the job.

That means that there are two steps in the process of maintaining an efficient teaching force:

1. Careful initial selection.
2. Tenure during satisfactory service.

As to careful initial selection, in these days the prospective teachers themselves know better than to urge their peculiar and unquestioned fitness as a reason for appointment. However able they may feel themselves to be, their comments are patterned after the following:

"Oh, I'm sure I'll be appointed. I work around the summer cottage of Mr. School-Board Member."

"I told you I bought a lot? Well, I bought it from Mr. Board Member. He'll remember me."

"I'm not worrying. You see my grandfather was one of the early settlers here—we have hosts of friends."

"You know my brother was an interne who took care of So-and-So and he said as soon as I was ready to teach, he'd take care of me."

"My father spoke to So-and-So in the bank and he'll see the superintendent."

"Well, of course, my daughter doesn't really need the income, but we want her occupied and we helped So-and-So in the election and so—"

The funny thing about it is that most of these young people, appointed for one or another of the above reasons, turn out to be fine teachers and they should turn out to be fine teachers with all the sifting and weeding out done on the group year after year from kindergarten to the very day of certification. The sad thing is that a few do not, and these few who never were good teachers but were appointed for political reasons, personal favor, etc., are the ones whose work makes editors talk about periodic re-certification.

Now, Mr. Board Member, if all the teachers in service today could be dropped (except the sons

and daughters of your friends, of course) what a lot of vacancies you would have to fill! Are you sure all the new appointees would be teachers of ability, training, and integrity, or would you have to yield to pressure here and there as others have done before you? Would you put in a new group for whose re-certification some future board member will be clamoring a few years hence?

One thing is sure and as true of teachers as of lawyers, doctors, and journalists, and that is that ability, training, and integrity do not deteriorate with years. Indeed, when to those three qualifications, you add experience you get the kind of service which money cannot buy.

It has been said that there's a bad end waiting for anyone who leads a child astray. By the same token, there's no reward great enough for one who sets the feet of a child in the right path. Good teachers cannot be properly rewarded for what they do but, at least, they should be assured that good work will give them that security which releases all their energies for the services of the child.

Whatever affects the teacher, affects the child. They tell about a poor woman who worked for years in an automobile manufacturing plant and finally landed in an asylum where she spent her days saying sadly, "six in box, six in box." Investigation showed that her work had been packing nuts in boxes, six in each. The deadly monotony had been too much for her. If some morning, she had relieved her burdened spirits by jamming those six nuts into the box, there would have been no harm done. If she had thrown them across the room, their value would not have been necessarily impaired; but teachers, however great their burden of worry, uncertainty, or injustice, have no right to let it touch the pupils in any way.

We may well ask whether that is possible. Some teachers certainly carry their responsibilities (and especially during this depression) with a gallant courage which misleads even adults into considering them a favored group. Their pupils think of them as always sympathetic, fair, generous, and gay, and are shocked when they find out (as they do sometimes) that "teachers are people" with worries and griefs, with dependents and debts. There are some who can so conceal their personal struggles (strong souls and rare) but most people reveal inner tension and worry by being more serious, less agreeable, less accommodating, less tolerant. It is only to be expected that in most cases, mistreatment of teachers will be paid for, in the end, by the children.

So, to an equal degree, all benefits to the teacher accrue to the child. Give the child the chance to spend his school day in an atmosphere of calm. Let there be no other consideration in the mind of the teacher than the permanent good of the child and the community. Let there be no cringing or subservience in the attitude of the teacher but that serenity and steadfastness and fearlessness, that devotion to the task in hand, that singleness of purpose, that self-respect which we would like to see developing day by day in the life of the child.

Select teachers of ability, training, and integrity of purpose, throw out of the school system patronage in all its forms, and give your teachers tenure, coincident with satisfactory service: and you establish thus the school room in which the child will find conditions perfect for growth and joy.

Frances Jelinek

Milwaukee, January 17, 1936.

Secondary schools are set up by the public, not in an effort to give some children advantages over other children in life, but to improve the conditions of community life. Schools should not seek the reconstruction of society. I doubt if we could do such a thing when we are still waiting for someone to devise a better social order to set up. We are, as teachers, agents of the community which exercises the right to supervise what we teach.—Prof. H. H. Ryan, University of Wisconsin.

School Law

RECENT SCHOOL LAW DECISIONS

Patrick J. Smith, Supreme Court Law Library, Indianapolis, Indiana

A board of education had the power to discontinue a special room and class for backward children and to dismiss the teacher, because she was engaged in a "particular kind of service" within the statute. This was a mandamus proceeding by Amelia Schwalbach against the Board of Education of San Luis Obispo High School District, to compel reinstatement as a permanent teacher. 52 Pac. (2) 497 (Calif.) Dec. 10, 1935.

"It is urged on behalf of the petitioner that she did not fall within the class referred to as those engaged in 'a particular kind of service,' and, that her tenure as a permanent teacher having become fixed by operation of law, the school board was without authority and power to dismiss her. It is contended that the phrase, 'particular kind of service,' must be construed to refer only to those holding a particular kind of certificate, and exclude those holding a general teacher's certificate. Bad faith on the part of the board was not alleged nor was it claimed at the trial. . . .

"The evidence abundantly supports the conclusion that the appellant was employed to perform, and did perform, within the meaning of Section 5.710 of the school code, a particular kind of service. It was service that, under the school law, was optional with the school board to maintain and which, therefore, it had the power to discontinue. Having discontinued the service, there was no legal duty that compelled the board to re-employ appellant. *Fuller v. Berkeley School District*."

"The argument that a particular kind of certificate should be the test as to what is meant by, 'a particular kind of service,' is untenable."

High-School Tuition is Constitutional

The constitutional limitation on the creation of indebtedness was not violated by a statute, requiring a school district to provide high-school training or pay tuition, the Wyoming Supreme Court has ruled. *School District No. 2 in Teton County v. Jackson-Wilson High School District in Teton County*. 52 Pac. (2) Dec. 17, 1935.

"It was necessary, in order that the defendant district here could charge tuition, to have permission from the officials of the plaintiff district. The proper course, in case permission was refused, would have been an action in mandamus, and the pupils and the defendant district should not have taken the law into their own hands. . . .

"Counsel for the appellant claims that section 99-825, is unconstitutional. He refers to Article 16, Sections 2 and 4. The provisions thereof declare that no debt in excess of the taxes for the current year shall in any manner be created, except by a vote of the people. Counsel argued that the effect of section 99-825 is to permit the creation of an indebtedness, in violation of the foregoing provisions of the constitution by pupils attending school in another district. Circumstances may arise where that is possible, and if in such case a suit were brought to recover tuition, it might be defeated on that ground. (*Palmer v. School District*, 115 Okla. (2) 241, p. 495.) But that furnished no ground for holding the foregoing provisions unconstitutional. The exercise of any power or duty of any school district or municipality might have a like effect—hiring teachers, constructing buildings, keeping property in repair. It depends on the facts. These provisions must necessarily be construed in conjunction with the laws relating to revenue, and it is, ordinarily at least, by reason of the lack of the latter that a particular debt—not the statute under which it is created—may be rendered unconstitutional. The Legislature had a right to make provision for a high-school education and make it mandatory. . . ."

Employment of School Attorney

A statute which requires that contracts of the board of education, involving expenditures of over \$500 be let to the lowest bidder, does not apply to attorneys employed by the board. This was decided by the New Mexico Supreme Court in the case of *Neal v. Board of Education (Lea County)* 52 Pac. (2) 614. Dec. 13, 1935.

"The provision which requires contracts involving the expenditure of an amount in excess of \$500 to be in writing and advertised, and let to the lowest bidder, could not apply to the employment of an attorney. Such employment is based upon trust and confidence, and involves skill and ability; also the ethics of the legal profession do not permit attorneys to obtain employment by bidding therefor; all of which must have been well known to the members of the Legislature. As such corporations may sue and be sued, and are authorized to employ attorneys, and none could be employed if this statute should apply in such cases, we hold it has no reference to contracts for the services of attorneys. . . .

"Such expenditures are 'municipal board administrative expense,' and should be so budgeted. . . ."

¹SCHOOL BOARD JOURNAL, May, 1935, page 68.

(Continued on Page 58)

²May, 1935, pp. 42-43.

³May, 1935, p. 62.

AUSTRAL SCHOOL EQUIPMENT

WINDOW • WARDROBE • BLACKBOARD FIXTURE

Architects who use
AUSTRAL in
representative prominent
Schools . . .



High School, Valley Stream, L. I.
Frederic P. Wiedersum—Archts.



Port Chester High School, Port Chester, N. Y.
Tooker & Marsh—Archts.



Prospect Ave. School, Westfield, N. J.
Coffin & Coffin—Archts.

The judgment of School Specialists favors AUSTRAL Products, evidenced by their long use in America's finest schools . . . Simplified . . . Economical . . . Efficient . . . Modern . . . By true excellence of workmanship they stand the test of experience . . . Specify AUSTRAL.



AUSTRAL Windows afford perfect ventilation without draft.



The AUSTRAL Multi-Use Wardrobe results in increased economy and more room.



The AUSTRAL Multi-Use Blackboard Fixture renders blackboard space more flexible.



Tarrytown High School, Tarrytown, N. Y.
Guilbert & Betelle—Archts.



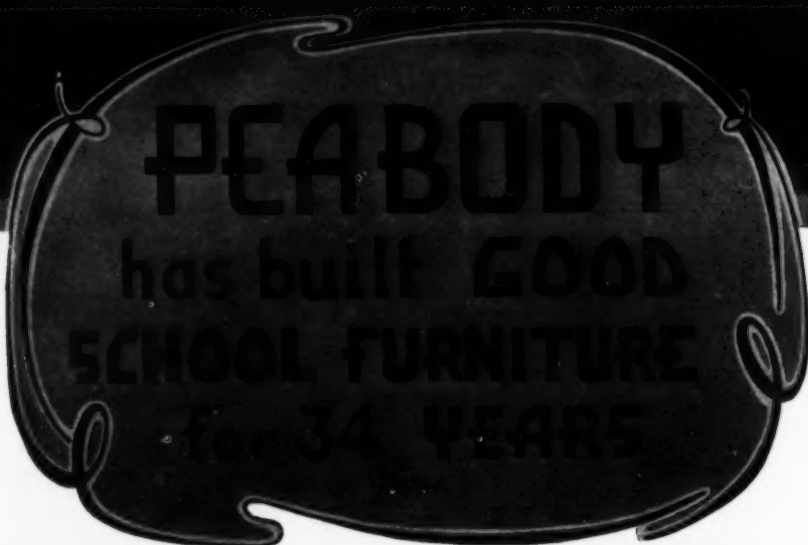
Junior High School, Mamaroneck, N. Y.
Knappe & Morris—Archts.



Theodore Roosevelt High School,
Washington, D. C.
A. L. Harris—Archts.

AUSTRAL SALES CORP.

101 PARK AVENUE, NEW YORK CITY



The Peabody No. 200 Steel Chair Desk is one of the outstanding developments in school seating. Features the movable desk top which can be moved forward or back by pupil at will. Offers highest efficiency, correct posture, sight-saving and comfort.

MANY LEADING SCHOOLS of NATION are equipped with PEABODY SEATS....

The greater popularity of Peabody School Furniture is best evidenced by the thousands of installations from coast to coast which are completely fulfilling our high standards of Ingenious Design, Dependable Construction and Unsurpassed Durability. Send to-day for our completely illustrated catalogue which contains much valuable information which is sure to aid you in your seating problems.

PEABODY SEATING COMPANY
NORTH MANCHESTER INDIANA



(Continued from Page 56)

School Laws as Part of Teachers' Contracts

The Supreme Court of Idaho has held that contracts made by trustees of a common-school district with the teachers are made subject to pertinent laws which impliedly become part of the contract. *Copenhaver v. Common School District No. 17 of Canyon County*, 52 Pac. (2) 129, Nov. 25, 1935.

"It is clearly the duty of the trustees to enter into contracts with teachers. It is equally true, however, that contracts entered into with teachers prior to the annual school meeting are made subject to the provisions of the law, which impliedly become a part of the contract, to the effect that the electors when they meet will have a right to modify the contract as to the amount of wages and also as to the length of school year (provided that it shall not be less than seven months; see Section 32-613). The statute fixes certain limitations upon the power of the electors as well as upon the powers of the trustees, one of which is that they cannot reduce the school year below seven months, nor can they fix a tax levy higher than 8 mills nor lower than 3 mills. . . ."

Where a statute specifies the number of years of successful teaching necessary to establish tenure, and the teacher's contract provides that one must teach 195 days if the year is to count as a full year, a teacher who was credited with 193 days for the first year cannot count this as a year toward establishing permanent tenure.

The California District Court of Appeal said "The relation between the teacher and the school district is one that is created by contract. . . . Plaintiff's several contracts made specific reference to the rules and regulations of the board, the employment being subject thereto. It appears, therefore, that essential terms of the employment to which parties agreed were that 195 days of teaching service should be rendered each year, computed under the rules of the board, and that if the days of service fell below the minimum requirement, the year in question would not be considered one during which plaintiff was successfully employed for a complete year. . . ." *Richardson v. Board of Education of Los Angeles City School Districts et al.* 51 Pac. (2) 1162 Nov. 8, 1935.

Payment of Judgment

Where a judgment is entered against a board of education which cannot be satisfied out of its general fund, without invading particular funds collected to operate the schools, the statutory method prescribed for refunding the judgment indebtedness must be

followed, the Supreme Court of Kansas has ruled in the case of the *Board of County Commissioners of Allen County v. Board of Education of Iola*. 51 Pac. (2) 973 Dec. 7, 1935.

"Coming now to the particular specifications of error urged by the board of education, it is first contended that the county had no authority to withhold tax moneys collected by the county treasurer which were levied for the current expenses of operating the city schools. But that is not a fair interpretation of the county's claim against the appellant nor of the trial court's judgment in this case. Of course the current levies to operate the schools cannot be diverted to the payment of the school board's stale debts; and if this judgment cannot be satisfied out of funds on hand without prejudice to the current fiscal needs of the schools, the board of education will need to refund this judgment indebtedness as the Cash Basis Law provides."

Void Contract Constitutes Dismissal

A declaration of a school board that a teacher's contract was void constituted a dismissal. The Missouri Court of Appeals also said that a clause in a teacher's contract restraining her marriage is void as arbitrary and unreasonable. *Taggart v. School District No. 52, Carroll County*. 88 S.W. (2d) 447. Dec. 2, 1935.

"We conclude that such rights, if any, as plaintiff had under the contract in issue duly accrued to her when she, after election, offered and stood ready and willing to teach the school. In other words, that her rights were the same at the commencement of the school as they would have been had she taught part of the term. We conclude, therefore, that the action taken by the board was in effect the dismissal of a teacher qualified, elected, and contracted with. . . ."

"Section 9210, R. S. 1929 (Mos. St. Ann. 9210, p. 7083), directly and specifically denies the right of the board to dismiss a teacher. The section further provides but one method of annulling the contract, to wit, the revoking of the teacher's certificate. . . ."

"Instead of following the course of the law, the board of the defendant district proceeded, by the exercise of judicial power which it did not possess, and by its mandatory act, to declare the contract in issue as void."

"Having so proceeded, the defendant invoked a

*The new cash-basis law, chapter 319, Laws 1933, provides for the issuance of bonds by the taxing district to make good an indebtedness to the county or other parties, without disturbing funds levied and collected for another purpose.

court of equity to set aside and hold for naught the contract and to deny the relief prayed for by the plaintiff.

"As a ground for what it asks, the defendant pleaded fraud upon the part of the plaintiff in procuring the contract, and pleaded, in addition, the right of the board to refuse to hire married women to teach."

"To invoke fraud, it must be concerning something that it was within the right and province of the school board to impose and embrace in the contract in issue."

"As it was said in *Arnold v. School District*, 78 Mo. 226, defendant could not by its contract enlarge its authority or power to make rules."

"The courts of this state have repeatedly held that a clause in a teacher's contract restricting as to marriage is arbitrary, unreasonable, and void. *Byington v. School District*, 224 Mo. App. 541, 30 S. W. (2d) 621."

"There is no question but what a school board in the hiring of a teacher can refuse to elect any one for any reason that appeals to the members of the board. The selection of a teacher is within the province of the board, and if the board in performing its function refuses to elect a woman teacher because the woman is married, or refuses to elect a man teacher because he is not married, the teacher not hired cannot base an action thereon. However, to place restriction against marriage in a teacher's contract is not permissible, and a clause so restricting is void."

"The point is made by defendant that plaintiff was married when she signed the contract. However, the record clearly shows that plaintiff was duly elected by the board and due record made of the same prior to the time she was married. It is evident from the record that plaintiff had received notice of her election before she went to sign the contract; it appearing that the contract had been prepared and was ready for her signature, and that the same had been prepared and the clause as to marriage written in at the annual board meeting."

"In so far as the employing of the plaintiff is concerned, the employment dates from the action of the school board held in April, 1933, which action is shown as duly made and entered of record. The signing of the contract that had been prepared by the board at its annual meeting is merely the following of the usual proceedings, after the teacher has been duly elected to teach."

"It appears that when the plaintiff actually signed the prepared contract she read and understood that the clause asserting she was not married and providing for her employment to be terminated in the

You SAVE Three Ways with KEWAUNEE FURNITURE

- Kewaunee Furniture Serves Years Longer
- It Uses Space More Economically
- It Saves You Money on First Cost

First cost of laboratory furniture must be considered, of course, but more important are the savings and efficiency it brings long after price has been forgotten. Kewaunee Furniture is built to give many years of efficient service under hard daily usage. It is designed and constructed by engineers and craftsmen who have over a quarter of a century's experience behind them in making laboratory furniture that can be depended upon to serve long and well.

Look also to the pedagogic design of Kewaunee Furniture. It accommodates more students in a class and in such a way that instructors handle larger classes easier and students do better work. Space is not tied up for several study periods each day; instead, classrooms are available for use all day long.

If you have Laboratory, Home Economics, Vocational or Library Furniture to buy, be sure to have a Kewaunee Engineer's advice. Write us your problem and we will gladly provide the assistance of our engineering staff without cost to you.

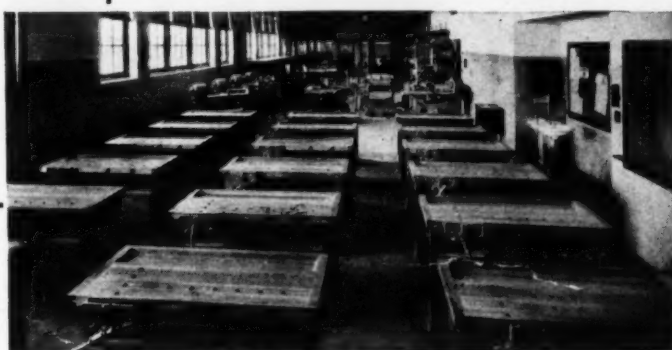


UNIT KITCHEN FURNITURE CATALOG SENT FREE

Write today for the new Kewaunee Unit Kitchen Furniture Catalog. It brings full details about this modern, new type equipment. Sent free on request.

Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS

C. G. Campbell, Pres. and Gen. Mgr.
101 Lincoln St., Kewaunee, Wis.
Eastern Branch: 220 E. 42nd St., New York, N. Y.
Mid-West Office: 1614 Monroe St., Evanston, Ill.
Representatives in Principal Cities



Wood Working and Wood Turning—High School, New Albany, Ind.



Drawing Table No. BL-94



Chemistry Table No. D-702 in Metal



Manual Training Bench No. N-3088



Ever-Hold Steel Stool No. 518-24

Domestic Science Table No. BL-76



Lincoln Science Desk No. D-503

event of marriage was in the contract, and with full knowledge she signed the contract in her maiden name, which conformed to the fact of when elected, but did not conform to the fact when she signed. It is shown that, other than the signing of the contract, the plaintiff made no representation concerning the fact that she was or was not married; therefore, such misrepresentation as is shown consisted in knowingly signing a contract with the clause of representation and restriction therein. . . .

Validity of Certificate

A certificate of qualification issued by a board of education in 1914 and never revoked or surrendered, is good even though the superintendent did not engage in schoolwork for several years between 1914 and his election in 1935. This was the ruling in the cases of *Hart v. Pierce* and *Armitage v. Brandon*. 88 S. W. 2d 798. Dec. 16, 1935.

"It appears that he [Pierce] was examined and a certificate issued to him in 1914; that he actively served under it for many years, and that, while he was not engaged in the work of superintendent for some years prior to his last election, his certificate had never been surrendered or recalled. It was outstanding with the to be presumed assent of the state board. It was subject to no time limitation in terms. It is pointed out that the law in force when his certificate was issued provided that those 'examined under the regulations of the State Board of Education, and having attained' the specified average 'shall be exempt from said examination so long as they continue in the public-school work.' The argument is that a discontinuance in the public-school work *ipso facto* voided the certificate. This is more than the language relied on imports. It provides merely that those who have been examined and issued certificates 'shall be exempt from' further examination so long as they continue in the public-school work. We find no limitation here expressed upon the life of the certificate. The limitation is on the right of the state board to exact further examination. The most that can be said is that power is reserved in the state board of education to re-examine a certificate holder who has discontinued work in the public schools, with the consequent power to recall the certificate if the examination proves unsatisfactory."

Mutual Insurance Valid

A county board of education, the North Carolina Supreme Court has said, may contract for fire insurance with mutual fire-insurance companies. *Fuller v. Lockhart*, 182 S. E. 733. Dec. 11, 1935.

"We think the only material question presented on

this record: Has the county board of education of Wake County a right to make the contract complained of by plaintiff? We think so. The plaintiff contends that it cannot 'lend its credit to a private corporation contrary to the Constitution of the State.'

"We cannot agree with plaintiff's contention. We think that the county board of education of Wake County did not lend its credit, but purchased the \$2,000 of insurance from defendants for a year by paying them \$12.35, and agreeing to pay them an amount on certain contingencies; the maximum was not to exceed \$12.35. It did not enter into private business, but purchased the insurance to protect its property. This was in the sound discretion of the board.

"By becoming a member of a mutual insurance company a municipality does not become the owner of any stock or bonds of the company in violation of a constitutional provision prohibiting any municipality from owning any stocks or bonds of any association or corporation; and by giving premium notes for the payment of assessments to meet losses incurred by such an insurance company, the municipality does not loan its credit to the company in violation of a constitutional prohibition against doing so." *Colley's Constitutional Limitations*, Vol. I (8th ed.) p. 469.

"Under the purchase of the insurance the board in no way became a stockholder or partner, nor did it incur any liability for debts. It is a mutual company without stock or stockholders. Its policyholders are its only members. A stockholder is the owner or holder of shares in a corporation having a capital stock represented by shares. The policyholders can in no way become liable for the debts of the corporation. . . . The county board of education had full power and authority to make the contract and it was in its sound discretion. The board is a corporation and an agency of the state. . . .

"The purchase of the insurance was for a public and not a private purpose, and was a necessary expense. Ordinarily, the board of education has discretion in matters of this kind, and usually its actions are not reviewable. . . ."

Tenure Laws are Effective

In the interest of economy the number of teachers may be reduced but those having tenure must have preference in reappointment where vacancies occur. *Downs et al v. Board of Education of Hoboken District*, 181 Atl. 688 (N. J.) Dec. 5, 1935.

"It appears that Hoboken had employed seven teachers not protected by tenure of office in the guise

of economy in the place of teachers having tenure. The minutes show that the seven nontenure teachers discharged, to comply with the order of the court, were kept in their positions, and formally re-employed December 1, 1934, as special substitute teachers. The relators now seek to have seven more of their number reinstated to take the place of the seven special substitute teachers so employed.

"The Teachers' Tenure Act . . . is not a gesture, but a provision of law to protect teachers in their positions by reason of years of service. While in the interest of economy a reduction in number may be made, those having tenure should have preference in reappointment where vacancies occur. It is immaterial that the seven special substitute teachers may take the place of those who have since retired or resigned. It clearly appears from the record that the seven persons designated as special substitute teachers were actually continuously employed, the minutes notwithstanding. The action of the board was the merest subterfuge to defeat the legislative purpose, the decision of the state board of education, and the courts of this state.

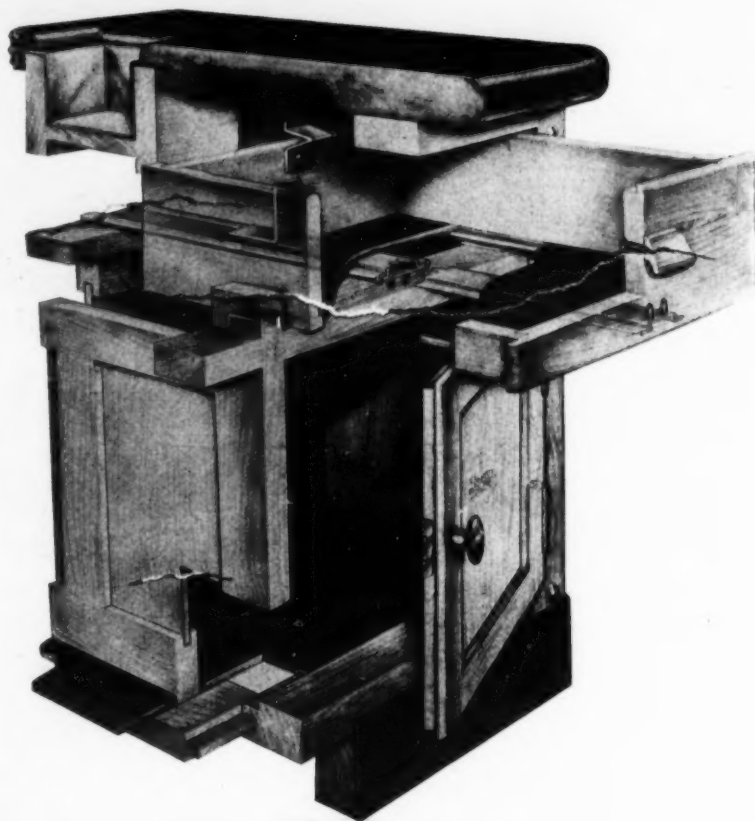
"The teachers who have been reinstated may have waived their back pay and certain of their retirement rights. We do not pass upon that point because we do not think it is before us. The circumstances surrounding their reinstatement may indicate voluntary action. Seven of those now seeking reinstatement in the place of the special substitute teachers are clearly not in laches, and are entitled to a writ directing the employment of teachers having tenure in place of substitutes now regularly employed under whatever title designated."

OSWEGO NORMAL TO CELEBRATE

The Oswego State Normal School, at Oswego, N. Y., one of the country's most distinguished teacher-training institutions, will celebrate the 75th anniversary of its establishment, June 5 to 9, and July 20 to 24, 1936. During the first part of the celebration, the alumni will be the especial guests and will be asked to contribute to the program. During the second part, a professional program and a review of Oswego's contribution to the advancement of education will be offered. Internationally known educators will address the gatherings which will be under the general direction of Dr. R. W. Swetman, principal.

The Oswego Normal School was established in 1861, by Dr. Edward Austin Sheldon, who as early as 1848 had organized a school for poor children. Dr. Sheldon held that the first step toward bettering the public schools was to secure better-trained teachers, and to this end he carried on Saturday classes for teachers in the principles of teaching.

When buying LABORATORY AND VOCATIONAL FURNITURE LOOK AT THE INSIDE

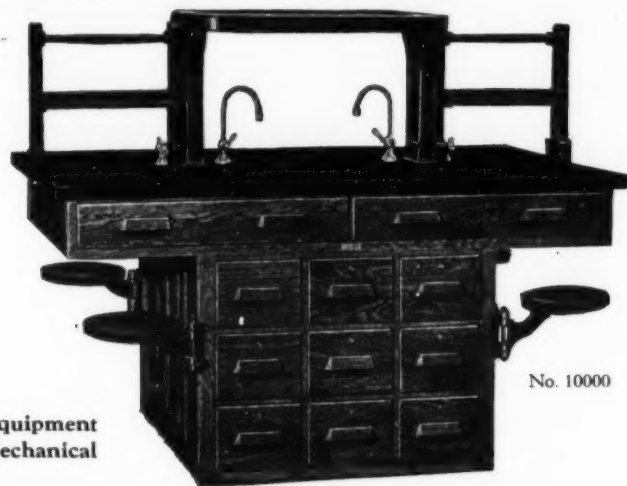


Our current 360 page catalogue contains over 1000 designs of furniture and accessory equipment for Chemistry, Physics, General Science and Biology, Cooking, Sewing, Shops, Art Mechanical Drawing, Commercial and Library.

A good exterior coat of varnish may readily distract attention temporarily from structural and pedagogical defects resulting from lack of experience or intentional cutting of quality to reduce cost.

E. H. SHELDON & Co. has manufactured
over
TWENTY-FIVE MILLION DOLLARS
of
LABORATORY AND VOCATIONAL FURNITURE
for the schools, colleges and industries of the United States.

What more could be asked than a SHELDON name plate as a guarantee of correct pedagogical design and the necessary specialized technical knowledge that eliminates all troublesome and annoying defects.



E. H. SHELDON & COMPANY — MUSKEGON, MICHIGAN

School Finance and Taxation

PLAN STUDY OF SCHOOL TAXING UNITS

The United States Office of Education is actively planning a study of local school districts and has an arrangement to start such a study in ten states. There are in the United States 127,000 school units which are also independent taxing units. In many instances these are too small to permit of the organization of economical or educationally satisfactory schools.

The United States Office of Education has requested \$2,618,000 of WPA funds for the employment of white-collar workers for the survey which is planned under the direction of state and local school authorities and experts from the education departments of universities and colleges. It is planned to use the facts which will be found as the basis of recommending legislation for modifying the organization of these districts in order to achieve greater educational efficiency with a maximum of true economy.

The United States Office of Education is committed definitely to the policy of federal stimulation and federal encouragement for improving educational situations. It is similarly definitely committed to the idea that all improvement shall be through state administration and state legislation. Educational problems and state problems then must be solved through state surveys and state legislation.

IMPROVED FINANCIAL SITUATION LEADS TO RESTORATION OF SERVICE

The school officials of the public schools of Seattle, Wash., with the improvement in the financial situation, and the assurance of permanent operation of the schools through new legislation, have outlined the school budget for the year 1936-37 with some important changes deemed necessary. During the depression period certain retrenchments were found necessary in order to meet the problems raised by the depression and the economic situation.

A number of services were restored by the board during the year 1935. These were as follows:

1. Additional teachers have been employed to relieve overcrowding.
2. Closed kindergartens have been reopened, and kindergarten service has been extended to all sections of the city where the number of kindergarten children is sufficient to justify provision of service.

3. Sick leave, previously suspended, was restored to teachers and other employees.

4. The schools will operate for the regular calendar of 187 days as usual this year. In 1934-35 the school year of 178 days was the shortest since 1918-19 when five weeks were lost on account of the influenza epidemic. Five of the eight days lost last year represented a retrenchment measure, deduction of one week's pay having been made from all salaries. Three days were lost at the opening of the year when the city health department required the schools to remain closed for health reasons.

5. When the 1935-36 budget was adopted, the board called attention to the fact that the then current reduction of pay of 25 per cent below schedule applying to members of the school staff was out of line with that suffered by other public employees and expressed its judgment that "in the interest of maintaining adequate school standards, this situation should be adjusted at the earliest possible moment." Accordingly with improvement in school district finances, a 10 per cent restoration of pay has been granted to teachers and all members of the staff effective September 1, 1935. The present level of compensation of the educational and operative staffs is now at 82½ per cent of schedule adopted in 1928.

Besides the foregoing restorations, the board's program for improvement of existing service, begun in 1932, has been continued. Refinements of service such as are being made embody little expense to the district, but they actually represent substantial professional contributions of the teaching staff to the effectiveness of the schools. Among the educational advances noteworthy during the year 1935-36 are the revision of the course of study, the survey of health education in all grades, a special study of educational guidance, and a reorganization of the course of study in mathematics.

SOUTHBRIDGE SCHOOLS SELL BOND ISSUE

The town of Southbridge, Mass., has announced the sale of a school-bond issue of \$152,490 to a Boston banking concern, at a premium of .39 and an interest rate of 2 per cent. It means that for each \$100 of the bond issue, the town will receive an additional 39 cents. When the money is made available, the town will receive, in principal and premium, approximately \$153,084. The bonds become due and payable on January 1, 1936, and the first payment will become due January 1, 1937.

SCHOOL-BUILDING NEWS

Montana. Gallatin, propose construction of addition to Gallatin County High School, \$450,000, PWA loan \$256,500, and grant \$193,500.

Nebraska. Bellevue, elementary school, \$85,000, PWA grant \$34,363; Gibbon, construction work started on school project, including auditorium-gymnasium, cost \$45,450, PWA grant.

New Jersey. Penns Grove, high school completed; Newark, considering site for new high school.

New Mexico. Albuquerque, building program University of Mexico, \$688,000, PWA grant \$309,000; Las Cruces, propose construction and repair program for Dona Ana County, \$75,516; PWA project.

New York. Holland Patent, propose Central School, cost nearly a million dollars; Woodmere, contract let for addition to grammar school, cost \$130,000; construction of grammar school in Hewlett, cost \$307,000; Yonkers, construction started on four-story addition to School No. 25, cost \$45,800; Corfu, construction of high school, cost \$156,000, federal grant 45 per cent; New York City, contracts let for two schools, elementary and high, cost \$1,058,000 and \$552,000; Rochester, school-building program, cost \$1,000,000; construction work begun on high-school addition, cost \$510,000; proposal to be submitted at November election for bond issue \$300,000,000 for new structures throughout New York State; New York City to receive \$200,000,000 for new schools and replacement of old ones.

North Carolina. Marion, building and improvement program, McDowell County, cost \$123,787; Raleigh, school-bond issue, \$168,000 proposed for Columbus County building program, PWA grant \$136,453; Waynesville, construction started on junior high school to cost \$50,000, PWA project; Charlotte, propose construction program of additions to two high schools, cost \$100,000, PWA grant.

North Dakota. Ashley, new school, to cost \$50,200.

Ohio. Vaughnsville, contract let for auditorium-gymnasium unit, cost \$57,000; Barberton, propose construction Norton township high school in Norton Center, cost \$100,000, PWA grant 45 per cent; Lima, three school projects, including school in Bath township, \$92,000; school in Holgate, \$58,000; stadium, \$63,000; East Palestine, contract let for school, \$200,000, PWA grant \$90,000; Mineral City, high school, \$65,000, PWA grant \$29,400, bond issue \$36,000; Toledo, construction started on Warren School; new school in Old Orchard, cost \$250,000.

Oklahoma. Tulsa, school-improvement program, including two senior high schools, additions to grade schools, cost \$2,800,000; Oklahoma City, school-improvement program, Capitol Hill, \$180,000; Calvin, propose bond issue of \$5,000 to apply on a school building costing \$35,000, PWA grant \$30,000.



Fire itself is no more hazardous than sudden darkness

FIRE alarms or protective equipment are included in every modern school. But many remain exposed to a danger equally menacing to the safety of pupils. An electric current failure, causing instant darkness, can result in possible panic or personal injury as well as fire . . . with exits and fire-fighting equipment not easily located.

The utility companies take every possible precaution against the occurrence of electric current failures. How well they have succeeded is shown by

the fact that approximately 75% of all such interruptions are caused by lightning—obviously beyond human control. In addition to the danger of lightning, there can be unforeseen occurrences within a school building itself, such as short circuits and blown fuses, which are difficult to repair in the ensuing darkness.

With an Exide Keepalite Emergency Lighting Battery System, your entire school building can be protected against light-failure. If preferred, pro-

tection can be localized in such important places as auditorium, exits, fire towers, gymnasium, stairways or swimming pool.

There is an Exide System for as little as \$150 which operates for less than one cent a day. Mail the coupon for full information and details of the free Exide Engineering Service. There is no obligation.

THE ELECTRIC STORAGE BATTERY CO.
Philadelphia
*The World's Largest Manufacturers
of Storage Batteries for Every Purpose*
Exide Batteries of Canada, Limited, Toronto

Refer to Sweet's Catalogue, Section 27—Page 11, 1936 Edition

WHAT IS EXIDE EMERGENCY LIGHTING?

An Exide Keepalite Emergency Lighting Battery System automatically and instantly supplies abundant light, to a single room or an entire building, in case the normal electric current supply fails. It is fully automatic and absolutely dependable.

**Exide
Keepalite**
EMERGENCY LIGHTING SYSTEMS
\$150 AND UP

MAIL THIS COUPON

Send me, without obligation, full information on emergency lighting for schools.

Name.....

Address.....

Name of School.....

Address.....

DRINKING FOUNTAINS FOR SCHOOLS

Should Embody

● Sanitation

● Economy of Water Used

● Automatic Stream Control

● Positive Non-Squirt Feature

● Impossibility of Contamination



No. 700

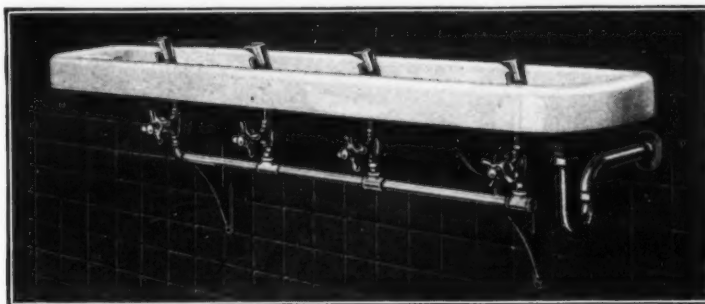
Century Automatic Bubbler Head

These features are incorporated in Century Fountains equipped with Century No. 700 Automatic Bubbler Head

Write for complete Catalog

CENTURY BRASS WORKS, Inc.

BELLEVILLE, ILLINOIS



SCHOOL FINANCE NEWS

♦ Woburn, Mass. The school board has adopted a budget of \$294,451 for the year 1936-37, which is an increase of \$13,030 over the estimate for the year 1935.

♦ Hamilton, Ohio. The county budget commission of Butler County has approved a budget of \$728,564 for the operation of the schools during the year 1936-37. The budget includes \$99,000 for bonds falling due, \$59,940 for interest, and \$398,329 for instruction expenses.

♦ Brockton, Mass. The board of education has adopted a budget of \$742,000 for the school year 1936, which is a decrease of \$4,000 from that estimate of 1935. The board rejected a suggestion calling for the restoration of one third of the 1932 pay cuts, but voted to set aside money to pay one third pay restorations for twelve teachers approaching the age limit and eventual retirement.

♦ Medford, Mass. The 1936 budget of the school board calls for a total of \$1,145,920, as against \$1,127,012 a year ago, which is an increase of \$18,908 without taking into consideration the 5 per cent contributions from salaries of last year.

♦ New Bedford, Mass. The 1936 budget of the school board provides for an appropriation of \$1,395,192, which is an increase of \$95,000 over the estimate for 1935.

♦ Akron, Ohio. The school board faces a probable deficit of \$72,553 for the year 1936. The estimate is based on a budget of \$3,791,355, with an available income of only \$3,718,802.

♦ East Orange, N. J. The school board has adopted a budget of \$1,303,875 for the school year 1936-37, which is an increase of \$23,700 over the year 1935-36. The amount to be collected by taxation will reach \$929,525. Instructional expenses will reach \$984,450, which is an increase of \$17,150 over the past year.

♦ Lynn, Mass. The board of education has adopted a budget of \$1,478,881 for the school year 1936, which is a decrease of \$19,166 over the year 1935. The expenditures for 1935 totaled \$1,400,381.

♦ Hudson, Mass. The school board has adopted a budget of \$97,550 for the school year 1936, which is an increase of \$1,249 over the year 1935.

♦ Farmington, Mich. The school board has taken action for the refunding of \$60,000 worth of school bonds. The bonded debt will be spread over a longer period. The interest due amounts to \$8,500.

♦ Atlanta, Ga. The school board closed the year 1935 with a surplus of \$40,000 in the treasury. The

board has not indicated what disposition it will make of the money, but a teachers' group has suggested that an automatic increase be given to the younger teachers.

♦ La Salle, Ill. The school board has received a report from its secretary, Mr. C. J. Reinhard, showing a balance of \$40,022, which is approximately \$13,000 higher than the balance for January, 1935, and reflects an improved financial situation in the city schools.

♦ Wakefield, Mass. The school board has adopted a budget of \$258,900, or nearly \$4,000 more than the estimate for the year 1935. The budget includes provision for additional teachers and for annual salary increases.

♦ Detroit, Mich. The board of education has tentatively approved its 1936 school budget, calling for an expenditure of \$27,576,858. Of the total amount, \$14,639,308 is to be obtained by taxation. The budget makes no provision for new buildings, but calls for the addition of 283 teachers. It is expected that a supplementary request will be made by Supt. Frank Cody to cover the cost of construction of new buildings.

♦ Grand Rapids, Mich. The school board has begun a study of its finances for the operation of the schools during the year 1936-37. With a cash deficit of \$213,000 in prospect for this year, the board must soon begin to operate on a balanced budget in order to keep its credit up to the highest standard.

♦ Lakewood, Ohio. The voters recently approved the continuance of a one-tenth-mill tax levy for school recreation purposes. The continuance of the levy will make possible the extension of supervised playgrounds and a program of amateur basketball and baseball.

♦ Newark, N. J. The Union Township school board has adopted a new plan of partial pay restorations to teachers. The teachers will be given 10 per cent increases on the basis of their present salaries. The restorations will affect principally teachers in the lower salary groups and will result in an increase of \$22,000 in the salary item.

♦ Springfield, Mass. The school board has adopted a radical economy program in an endeavor to comply with the finance committee's request that a total of \$223,000 be cut from the annual budget request. Among the economies ordered are the elimination of 25 reserve teachers, the dismissal of one full-time and ten part-time janitors, the elimination of 300 post-graduate students, temporary reductions in maximum salaries ranging from \$100 to \$500 and affecting schedules of all but elementary teachers, elimination of kindergartens in certain schools, elimination of junior college work, and elimination of 70 part-time positions in evening schools. In addition, the board has ordered reductions in the amounts of textbooks

and supplies and a reduction in the number and kind of services provided.

♦ The school board of Brookline, Mass., has adopted a revised budget for 1936, calling for a total of \$925,397, or \$9,000 more than was appropriated for the schools a year ago. Of the total amount, \$760,676 is for instructional service.

♦ Westfield, Mass. Supt. C. D. Stiles has prepared a budget for approval by the city government, calling for a total of \$326,370. The budget represents a decrease of \$1,749 from the estimate of 1935.

♦ Red Wing, Minn. The board of education has taken steps for the refinancing of a \$100,000 school-bond issue about to mature in July, 1936. The board discussed two methods of refinancing. It is believed that the sale of the refunded bonds privately would reduce the interest rate to 2½ per cent.

♦ Hamtramck, Mich. The public-debt commission has approved the refunding of \$400,000 in school bonds. The bonds will be sold at maturity for cash, at par and accrued interest.

♦ Peoria, Ill. An annual cost report, recently prepared by Mr. G. T. Mowat, secretary of the school board, shows that it cost \$3.94 more per pupil for average daily attendance for the year 1935, than it did for the previous year. The cost per pupil in 1935 was \$83.41, while the cost for the previous year amounted to \$79.47. A total of \$1,196,817 was spent by the school system during the last year, or \$73,339 more than for the year 1934.

♦ Houston, Tex. The school board has announced the sale of its \$2,102,000 school-bond issue at par, and a premium of \$4,622. The bonds carry an interest rate of 3 per cent.

♦ Malden, Mass. The school board has received a budget report from Supt. F. G. Marshall, calling for a budget of \$747,020 for the year 1936-37. The new budget includes \$30,000 in salaries with the restoration of the 10 per cent (\$3,000) in new salaries, and \$12,000 in bills held over from 1935.

♦ Somerville, Mass. The school board has prepared a budget, calling for \$1,327,275 for the school year 1936. This is an increase of \$58,376 over the estimate for 1935-36. The salary item alone calls for \$1,239,437, which is an increase of \$26,473 over 1935.

♦ Hillsdale, N. J. The school board has prepared a budget, calling for \$456,691 for the school year 1936-37, which is an increase of \$19,773 over the estimate for 1935-36. The amount to be raised by taxation is \$363,441, or an increase of \$24,550 over last year. The current expense item of \$302,025 represents an increase of \$11,998, which is to provide for the restoration of salary cuts.

"Thornton P. Hedges! THAT BOOK IS A MESS!"

It's only natural that a youngster's hands pick up some dirt during the course of a day. But to allow them to remain dirty is dangerous to health and rough on textbooks and other school equipment. It's also unnecessary with A.P.W. Onliwon Towels so easily and economically available for every school washroom in the country. Onliwon Towels are a real incentive to cleanliness just because they are so pleasant to use. The fact that each towel is used once only and then thrown away assures an absolutely sanitary drying service. They are economical because they are made correct in weight, size and texture to do their work thoroughly. Actual experience shows it takes fewer of these properly made towels than of the usual kind to dry a given number of hands and faces.

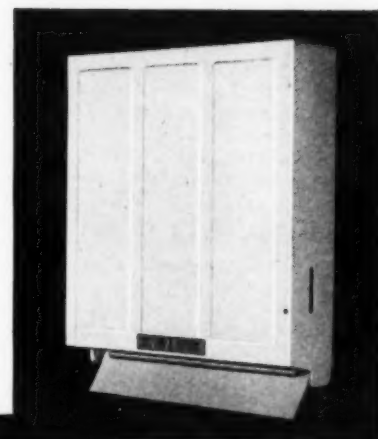
Onliwon Cabinets dispense but one towel at a time, keeping the remainder safe from handling and dust and dirt. They are easy to fill and keep filled. The same economy features Onliwon Tissue,



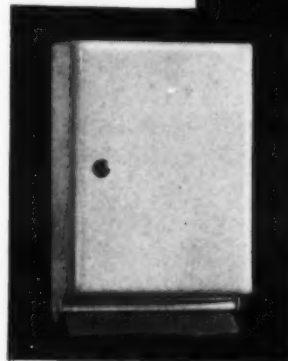
too. This tissue is soft, absorbent, yet sufficiently strong to insure safety in use. It is dispensed two sheets at a time from Onliwon Cabinets that help prevent littered floors, discourage waste and protect their contents from needless handling.

* * *

Take a look around your own school buildings. See if this complete, *safe* Onliwon service won't make it easier for your pupils to practice the cleanliness that is so important to health. Incidentally, clean hands can help cut down the cost of textbook replacements and renovation. See the A.P.W. representative listed in your phone book or write today for samples to: A.P.W. Paper Company, Albany, N. Y.



Onliwon Towel Cabinets are neat, compact and foolproof. They foster economy and neatness.



Onliwon Tissue Cabinets are easy to fill and keep filled. They protect their contents from dirt and handling.

A.P.W.

T H E R E ' S R E A L S A V I N G I N O N L I W O N T O W E L S A N D T I S S U E

LIQUA-SAN "C" LIQUID TOILET SOAP



LIQUA-SAN "C"—40% concentrated—contains not only the finest coconut oil, but also a generous amount of olive oil. Thus, its soothing lather assures gentle cleansing action—even on the most tender skin. In addition, it gives hands and faces added protection against irritations and chapping. You can buy no finer soap than Liqua-San "C". It lathers easily in hard or soft water . . . cleanses quickly. The high soap content permits great dilution—assures substantial savings in soap costs.

THE SANA-LATHER FOAM TYPE SOAP DISPENSER

This dispenser turns out soap in foam form—the ideal way in which to use soap. Because the foam discharged consists of only 1% soap, 9% water, and 90% air, the use of this dispenser brings economy in soap consumption—unequaled by any other method.



The HUNTINGTON LABORATORIES Inc.

DENVER

HUNTINGTON, INDIANA

TORONTO

WE ALSO MANUFACTURE A COMPLETE LINE OF LIQUID FLOOR SOAPS, FLOOR DRESSINGS, WAXES, DEODORANTS, PLUMBING CLEANSERS, INSECTICIDES, DISINFECTANTS, AND THE GYMNASIUM FLOOR FINISH "SEAL-O-SAN".

School Administration Notes

SUCCESSFUL INNOVATIONS UNDERTAKEN IN WACO, TEXAS

The public schools of Waco, Texas, under the direction of Supt. R. H. Brister, have recently carried out a number of successful innovations which have placed the schools well in the forefront of educational achievement and progress.

In the observance of Education Week in November, 1935, the schools sought to inform the public of their aims, objectives, and needs. The purpose was to see that constant publicity was given to the community at large.

Arrangements have been completed for the construction of an athletic stadium and a junior-high-school building, both of which have been made possible through the aid of a Federal Government loan.

The school board has purchased an additional block of land, for the new school which will permit the expansion of the school playgrounds. The majority of the buildings in the city have less than a block of ground.

An expenditure of \$25,000 was made during the past year for the repair and improvement of the school plant. This was the first real repair program to be undertaken by the school board since the onset of the depression.

An extensive program for the improvement of the lighting system in the schools has been undertaken. A survey of the buildings showed that many buildings had no lighting system, and that others had inadequate light for emergency school use on dark days. The survey was conducted by representatives of the extension division of the University of Texas.

THE REORGANIZATION OF SCHOOLS AT PARSONS, KANSAS

Rees H. Hughes*

The public schools of Parsons, Kansas, are this year operating on what is known as the "six-four-four" plan of organization. The new step in organization was taken at the opening of schools in September, after the administration under the present superintendent had been looking toward it for several years,

*Superintendent of Schools, Parsons, Kans.

and after the board of education early in 1935 had given formal approval to the plan. The system for a number of years has had six-year elementary schools, three-grade junior high schools, three-grade senior high school, and a two-year junior college, which has been housed with the senior high school. The six-year elementary schools remain undisturbed under the new arrangement. The two junior units, known as East Junior High School (H. C. Rule, Principal), and West Junior High School (L. M. Eddy, Principal) now include grades seven to ten and the former senior high school and junior college (E. F. Farner, principal) is now combined into a single junior-college unit, including grades eleven to fourteen. The new plan was introduced to afford a better service to the youth of the city, through a simplification of organization, a strengthening of both junior-high-school and junior-college units, an improved continuity of the curriculum, and an improved articulation within the whole system. In putting the reorganization into effect the authorities are being advised by Leonard V. Koos, professor of secondary education at the University of Chicago, long a student and advocate of both the junior high school and the junior college.

PROGRESS IN SCHOOL ADMINISTRATION AT PIEDMONT, ALABAMA

The public school system at Piedmont, Alabama, is experiencing a period of unusual progress during the school year 1935-36, under the direction of Mr. J. M. Laird, superintendent of schools. The improvement in the school situation has affected the entire system, but the high school in particular is participating in the new developments.

The radio system, which has brought communication directly to each classroom over Station WPHS, has created a feeling of closer co-operation among the faculty and students.

The curriculum has been enlarged through the addition of courses in home economics and business training, and the restoration of Latin. The additions have helped to fill every classroom until there is now an overflow into the halls and cafeteria. To relieve the congestion, an arrangement has been made to complete the erection of a new wing to the building with the aid of federal funds.

For the first time, the school is publishing a school paper, the *Piedmont Hi-Life*, which is edited by the students under the direction of the English department. The football field has been enclosed and entrance fees have been collected sufficient to meet all expenditures for sports.

Other extracurricular activities promoted include student clubs, art study, nature, music, oratory, dramatics, and citizenship classes. The glee club and band have maintained interest among the junior- and senior-high-school students.

Buildings, equipment, and degrees do not make a school; but the spirit of the school is the vital element. Pupils and teachers have been inspired with a new feeling of confidence and courage.

A KNOW-YOUR-SCHOOLS PROGRAM

For the past two and one-half years, the public schools of Rockford, Illinois, have been experimenting with the radio as a public-relations medium. In all, 76 weekly programs were produced. About 2,300 pupils have taken part in them. The purpose of the program has been to portray actual school situations to the public.

The extent to which the public has availed itself of the radio program became a subject of inquiry by B. I. Griffith, the director of public relations. He found, after interviewing 444 adults, that about 36 per cent of the radios of Rockford tuned in the Know-Your-Schools program. The patrons prefer the evening hour to the morning or afternoon hour.

♦ Blytheville, Ark. The school board of Special School District No. 5, for the first time in many years, has ruled that no class will be opened for beginners in any of the schools this year. Although the midyear class of beginners had been a full section in recent years, the group decreased in numbers as it progressed through school, until the midyear sections beyond the third grade became so small as to preclude their operation due to the unwarranted expense. As a result of a recommendation of Mr. W. D. McClurkin, superintendent of schools, a resolution was adopted providing that the age limit of entering children be extended to the first of the following February, and that the beginning pupil must be entered during the first six weeks of the term. A plan is under way for eliminating under-sized sections so that by September, 1936, a large part of the unnecessary expenses will be obviated through the elimination of the midyear classes.

♦ Prescott, Ariz. The University of Arizona College of Education, under the direction of Dean J. W. Carson, Jr., has begun a survey of the city school system. The survey, which was ordered by the board of education, will be extensive in character and will include such aspects as administration, buildings, teaching staff, health service, curriculum, and pupil achievement.

A GOOD TIP ON the Care of GYMNASIUM FLOORS



Jump! . . . Slidel . . . Stop! . . . What with basketball games, gym classes, and dances, the wear on a gymnasium floor is probably harder than on any other floor in the school.

Moreover, strenuous wear brings forth equally strenuous measures to preserve and maintain the floor. To remove rubber stains, scars, scuffs, and just plain dirt, stronger solutions are used and greater force is applied.

As a means of protecting floors against both conditions, hundreds of schools are using

FINNELL GLOSS SEAL No. 1 *withstands Hardest Wear and Care . . .*

GLOSS SEAL is a surface sealer. Its outstanding characteristic is the hardness of the film it spreads on the surface of the floor. Yet this film is highly elastic. GLOSS SEAL has proved decidedly effective in resisting the effect of rubber burns, rubber stains, and of harsh cleansing compounds. Because of this, it is also a splendid finish for seats and desks.

Besides GLOSS SEAL No. 1, there are several other sealers in the FINNELL line, each designed to do its special job equally well.

GLOSS SEAL No. 7 provides the toughness and elasticity of GLOSS SEAL No. 1 in a more penetrating form. Leaves little or no surface film.

GLOSS SEAL No. 9 is especially recommended as a penetrating finish. Brings out the beauty of floors. Good for cement, cork, linoleum or wood.

TRAFFIC SEAL is another FINNELL product with exceptional wear-resisting qualities on floors of heavy traffic.

For Polishing and Scrubbing The FINNELL Floor Machine

A highly efficient scrubber-polisher . . . made in four sizes. Just



the right weight . . . accurately distributed for greatest power . . . driven by a General Electric Motor . . . brush revolutions speeded to 230 per minute. Yet so noiseless it can be operated next to a busy classroom without the pupils hearing it. Generous-sized, heat-treated, hand-polished gears, of simplified design, running in a large grease case, reduce noise to the very minimum.

Offset construction gives great flexibility . . . the new FINNELL goes easily under desks, chairs and other school furniture.

The large No. 118 FINNELL which has an 18" diameter brush also accommodates a brush of 11" diameter. Scrub or polish corridors, assembly rooms and other large areas, and with the same machine clean in the classrooms, in and around stationary desks. For the school which can afford but one machine, this feature alone is worth the cost a FINNELL.

For samples of FINNELL products, demonstration of FINNELL Machines, or any information about them, write FINNELL SYSTEM, Inc., 803 East Street, Elkhart, Ind.

FINNELL SYSTEM

OF FLOOR MAINTENANCE

Better Than Words



The part the board plays in a binding. Note that cover material (a), end leaves (b), and reinforcement (c), are fastened to the board (d).

The motion picture, "Bound to Last," describes all the operations that go into the making of a book.

When you see the film you will realize what an important part the board plays in book construction. Hidden though it is in the finished book, the board is the foundation of the binding.

That is why it pays to specify Binders Board, the strong, solid, single-ply board, for the covers of the textbooks you buy. Add this paragraph to your book orders:

"All books to be bound in Binders Board, made in accordance with Commercial Standard 50-34."

BINDERS BOARD MANUFACTURERS ASSOCIATION

C. L. LLOYD, Secretary

Chanin Building

New York City

MEMBERS

Colonial Board Company.....Manchester, Conn.
Consolidated Paper Company.....Monroe, Mich.
The Davey Company.....Jersey City, N. J.

Fandango Mills.....Millburn, N. J.
Fibreboard Products Inc.....San Francisco, Cal.

C. H. Norton Co.....N. Westchester, Conn.
Otter River Mills, Inc.....Otter River, Mass.
Shryock Brothers.....Philadelphia, Pa.



OUR LOCKER SYSTEM EXPERTS
OFFER YOU THIS SERVICE

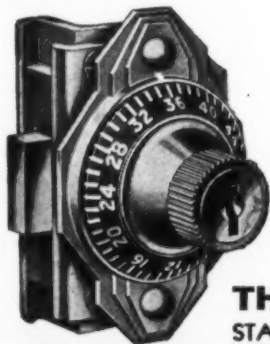
*I*n our School Lock Department we have men who are authorities on lock equipment for school lockers.

Send us a description of your locker lock requirements and one of our experts will gladly submit complete recommendations.

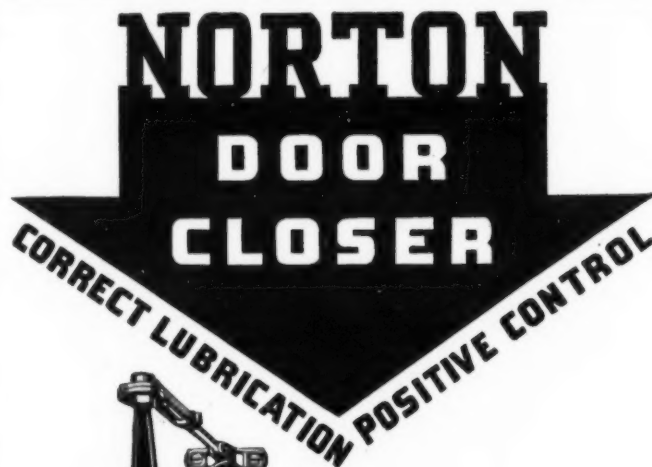
Many of America's finest school locker systems are equipped with YALE Locks.

No obligation...
write today to

YALE
Combination Locker Lock
No. L3374 (with emergency control key). One of many YALE models.



THE YALE & TOWNE MFG. CO.
STAMFORD CONN.



LEAKPROOF—Norton has solved the greatest door closing problem by engineering a new packing nut which is absolutely leakproof. It permits the use of mineral oil, the proper lubricant for all working parts, assuring practically no friction and wear.

WRITE FOR THE NORTON CATALOG

NORTON DOOR CLOSER CO.

Division of the Yale & Towne Manufacturing Company
2906 W. Western Ave.

Chicago, Ill.

DOOR CLOSERS FOR ALL SCHOOL DOORS

YOUR CLASSROOMS ARE YOUR PUPILS HOMES DURING SCHOOL HOURS. THEY MUST BE CLEAN, SANITARY AND DUSTLESS.

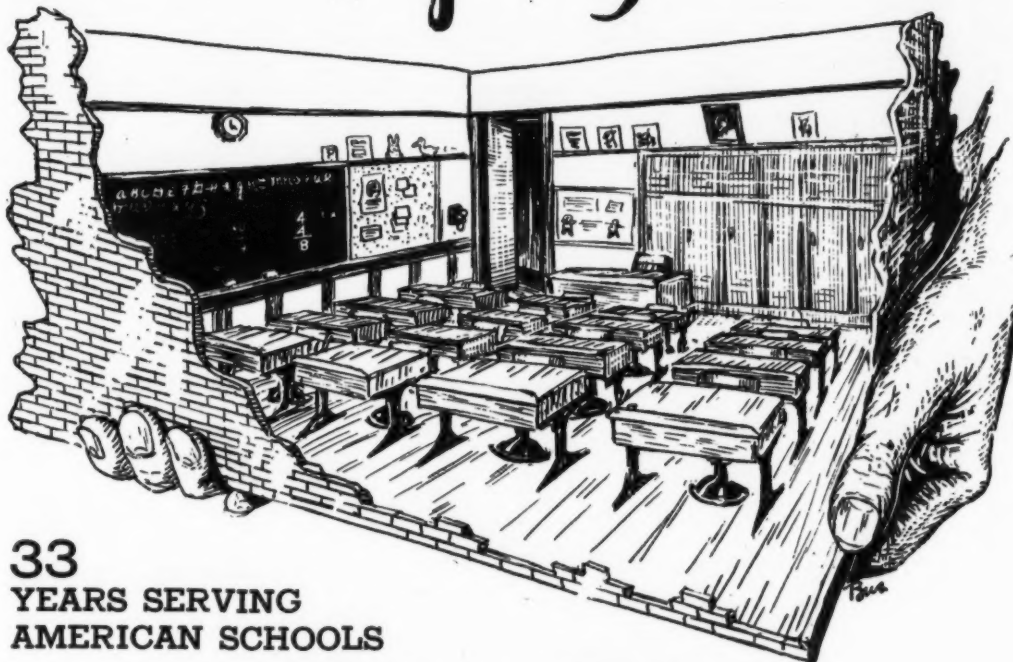
MIDLAND MASTER-FINISH

A bakelite floor finish, will stand hard use, is waterproof and easy to clean . . . for wood and linoleum floors.

Midland Master Finish can also be used on desk tops and furniture, it produces a smooth, clear hard finish that will not mar.

Write us for booklets on our modern cleaning methods for schools.

It's in your hands!



33
YEARS SERVING
AMERICAN SCHOOLS

DEPARTMENT—S. J. -3

MIDLAND CHEMICAL LABORATORIES, INC. DUBUQUE, IOWA U.S.A.

Personal News of Superintendents

DR. CHARLES CARROLL PASSES AWAY

Dr. Charles Carroll, State Director of Public Education for Rhode Island, passed away at his home on February 4. He was 59 years old.

Dr. Carroll, who was born in Providence, June 8, 1876, was graduated from the Classical High School of Providence and later attended Brown University and Harvard University. He held the bachelor's, master's, and doctor's degrees from Brown University, and was given the LL.B. degree by Harvard University in 1901. Following graduation from college, Dr. Carroll was an instructor at the Rhode Island Normal School, and later became a professor at the Rhode Island State College. He served as secretary and assistant to the State Commissioner of Education and was a member of the corporation of Providence College. He was a member of the Barnard Club of Rhode Island, the American Vocational Association, and the National Education Association.



DR. CHARLES CARROLL

Dr. Carroll had contributed liberally to the educational literature and was the author of a number of studies dealing with Rhode Island school activities.

PASSING OF DR. A. S. DOWNING

Dr. Augustus S. Downing, former Deputy New York State Commissioner of Education, died at his home in Albany, on February 5. He was 79 years old.

Dr. Downing was born in Baltimore, Md., October 18, 1856. Following his graduation from Pennsylvania College at Gettysburg, in 1874, he immediately started on his educational career as a teacher in Western New York. In 1898 he organized and became the first principal of the New York Training School for Teachers in New York City, and in 1908 was named Assistant State Commissioner of Education and Director of Professional Education. In 1926 he was appointed Deputy Commissioner of Education, but retired from the office in 1927.

• MR. HARMON LOWMAN, of Livingston, Mont., has been elected superintendent of schools at Goose Creek.

• SUPT. M. E. MOORE, of Beaumont, Tex., has been re-elected for the next year.

• MR. JAMES HETLEY, educator and author, died at the home of his daughter in Chicago, on February 4, following a heart attack. Mr. Hetley was graduated from the Michigan State Normal School and early in his career had served as county superintendent of schools of Day County, South Dakota. Later he became head of the State Normal School at Aberdeen, and was associated with the Educational Publishing Company in Chicago until he retired two years ago. He recently completed the manuscript of a book on Nature Studies for children.

• SUPT. J. W. BRANDNER, of Middlesboro, Ky., has been re-elected for a four-year term. Mr. Brandner is completing fourteen years of service in the Middlesboro schools, having previously been superintendent of the Maysville schools for five years, and of the Ashland schools for nineteen years.

• MR. WILLARD W. BEATTY, for ten years superintendent of schools at Bronxville, N. Y., has resigned in order to accept the position of director of Indian education in the United States Department of the Interior. In his new position, Mr. Beatty will apply the same principles of training to Indian youth which brought nation-wide recognition to the Bronxville schools. As a leader in progressive education, Mr. Beatty stressed the need of an education directly related to the everyday life and needs of the pupil.

• SUPT. WILSON EVANS, of Berea, Ky., has been re-elected for three-year term.

• PROF. CHARLES H. BRYAN, principal of the high school at Melvindale, Mich., died suddenly on February 4, at his home in Allen Park, Detroit, Mich. He was a graduate of Albion College and held a master's degree given by the University of Michigan. He was formerly superintendent of schools at Portland, and had filled a number of principalships in various Michigan cities.

• SUPT. A. J. STOUT, of Topeka, Kans., has been re-elected for a two-year term.

• MR. LEWIS W. RAGLAND, assistant state superintendent of public instruction of Illinois, died at his home in Elmhurst, on February 3. Mr. Ragland had been an educator in Elmhurst for 35 years, and was appointed last year to the state position of supervisor of high schools.

• SUPT. E. A. T. HAPGOOD, of Mount Morris, N. Y., has been re-elected for another term, at an increase in salary. Mr. Hapgood, a former member of the school staff at Albany, N. Y., during his period of service in Mount Morris, has been successful in introducing a number of constructive features and has constantly worked for the improvement of the service.

• SUPT. R. A. LEASE, of Sycamore, Ill., has resumed his duties after a four-month leave of absence during which he completed his studies for a doctor's degree at Northwestern University, Evanston, Ill.

• SUPT. H. E. MARQUETTE, of Plankinton, S. Dak., has been re-elected for the next year.

• SUPT. C. HERMAN GROSE, of Erie, Pa., has been re-elected for the next year.

• DR. PAUL L. CRESSMAN, of Springtown, Pa., has succeeded William H. Bristow as director of the bureau of instruction in the State Department of Public Instruction. Dr. Cressman was

formerly director of the division of instruction in the Michigan Department of Public Instruction, and previous to that was assistant superintendent of public instruction. He is a graduate of the State Teachers' College at Kutztown, and holds degrees given by the University of Pittsburgh in 1925, and the Pennsylvania State College in 1934.

• MR. MAX MORTON, principal of the Thatcher School, Pueblo, Colo., has been elected president of the Colorado Education Association.

• The Colorado Education Association is actively promoting the candidacy of Dr. A. L. THRELKELD, of Denver, for the presidency of the Department of Superintendence.

• DR. FRANK P. GRAVES, State Commissioner of Education of New York State, has been appointed honorary fellow of Union College.

• MISS STELLA SUFINSKY, supervising instructor of radio education in the public schools at Detroit, Mich., died recently. She had been a teacher in the schools for 30 years.

• DR. J. B. EDMONSON, dean of the school of education of the University of Michigan, has been appointed a member of the Educational Policies Commission, recently created by the American Council on Education to the Committee on Modern Foreign Languages, headed by Prof. Robert Herndon File, of Columbia University.

• DR. DOUGLAS CLAY RIDGLEY, of Clark University, has been given the distinguished service award of the National Council of Geography Teachers, in recognition of his services to educational geography through years of teaching. The award is conferred from time to time upon persons who have made outstanding contributions in the field.

• MR. CLARENCE B. RANDALL, president of the board of education at Winnetka, Ill., for six years, has been elected a member of the board of trustees of the University of Chicago.

• The New York State Teachers Association is promoting the candidacy of Dr. W. H. HOLMES, superintendent of schools at Mount Vernon, New York, for the presidency of the N.E.A. for 1936.

• MR. A. LEE SHULENBERGER, assistant superintendent of schools of Cumberland County, Pa., died at his home on January 15, at the age of 66.

• SUPT. I. V. MARTIN, of Kinsley, Kans., has been re-elected for another term.

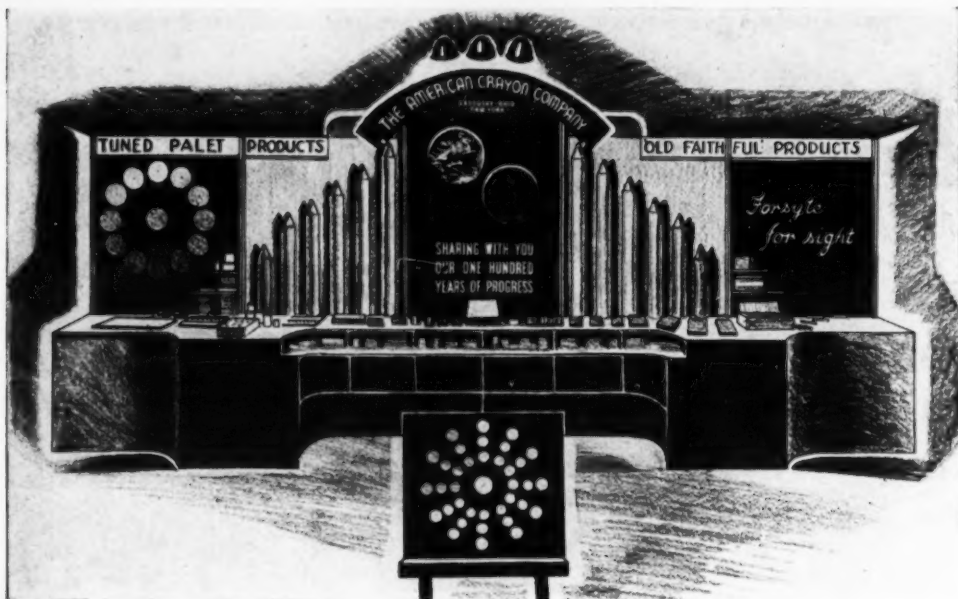
• MR. T. L. ARTERBERRY, of Kettle Island, Ky., has become superintendent of schools at Beattyville. Mr. J. F. KNUCKLES, who succeeds Mr. Arterberry, was formerly superintendent of the Bell county schools.

• MR. CHARLES E. HOLMES, a former superintendent of the school for the blind at Lansing, Mich., died at his home in Lansing on January 12. Mr. Holmes had been head of the institution for 32 years, and previous to that had been superintendent of the city schools of Lansing.

• MRS. ADA WATSON, of Manistique, Mich., has been appointed a member of the state committee for the department of rural education of the National Education Association.

• SUPT. V. H. SORENSON, of Williams Bay, Wis., has been re-elected for a three-year term.

• MR. JEROME BURTT, formerly state supervisor of secondary education in Massachusetts, has been elected superintendent of schools at Fitchburg. Mr. Burtt, who assumed his duties immediately, succeeds James M. McNamara, who has been appointed superintendent-emeritus.



**WERE
YOU
THERE?**

And did your interest in new materials for the improvement of conditions in your schools lead you to look into 'Forsythe, the new light conservation black-board crayon?

While at our booth, did you discover the advantages that the 'Tuned Palet has for your teachers?

These are important developments in the school field today. For more detailed information, write to

THE AMERICAN CRAYON COMPANY

Sandusky, Ohio

New York City

Dallas

San Francisco

*REG. U. S. PAT. OFF.

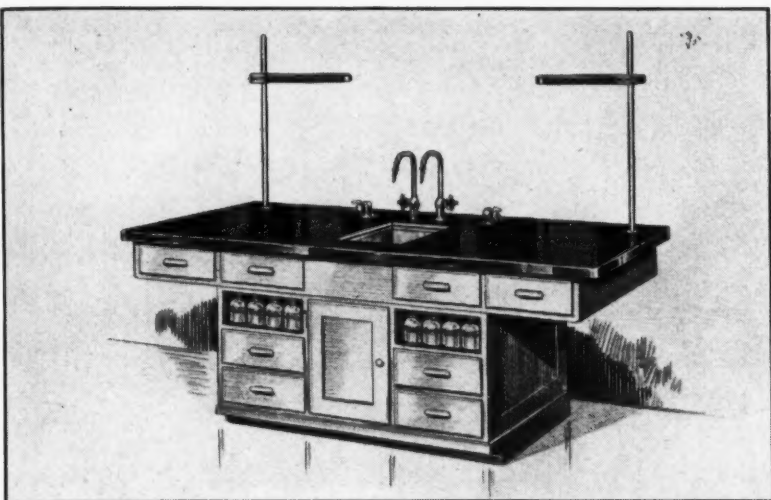
- SUPT. L. D. RANDALL, of Chesaning, Mich., has been re-elected for a fourth term.
- MR. EARL J. BRYAN has been recommended for the position of survey director of the city school system of Cleveland, Ohio. The survey has been ordered by the school board in a movement toward one-man control of the school system. Mr. Bryan, who was formerly county superintendent of schools, served at one time as assistant superintendent in charge of research in Cleveland.
- SUPT. A. J. MITCHELL, of Nogales, Ariz., has been re-elected for a four-year term.
- SUPT. A. J. STOUT, of Topeka, Kans., has been re-elected for a two-year term.
- SUPT. WILLIAM B. ROSS, of Trinidad, Colo., has been re-elected for a five-year term.
- MISS MARGARET L. KEEFE has been re-elected as superintendent of schools at Hamden, Conn., for a one-year term, beginning with June, 1937.
- MR. CARL MIDKIFF has been elected superintendent of schools at Toledo, Iowa, to succeed M. A. Love.
- SUPT. C. D. LAMBERTON, of Berlin, Wis., has been re-elected for a three-year term.
- MR. HARRY A. BUERK, former superintendent of schools at New Albany, Ind., died on February 6, at the age of 73. Mr. Buerk retired on January 1, 1936, after 28 years as superintendent.
- MR. ROWLAND WATTS, former associate superintendent of schools of Baltimore, Md., died on January 30.
- SUPT. C. H. OMAN, of Garnett, Kans., has been re-elected for a two-year term. Mr. Oman holds the record for the longest period of service in the state, since he is beginning his fortieth successive year in the Garnett schools next year. He holds the master of arts degree given by the University of Colorado.
- SUPT. A. D. ST. CLAIR, of Washington Court House, Ohio, has announced his resignation.
- SUPT. W. M. RICHARDS, of Emporia, Kans., has been re-elected for a two-year term.
- SUPT. CLAUDE KISSICK, of Wellington, Kans., has been re-elected for a second term.
- SUPT. JOHN A. FLEMING, of Iola, Kans., has been re-elected for another year.
- SUPT. H. H. KIRK, of Fargo, N. Dak., has been re-elected for the next three years. Mr. Kirk went to Fargo from Faribault, Minn., where he had served for ten years.

Personal News of School Officials

- DR. A. R. AGATE, a member of the board of education at Elyria, Ohio, was recently honored at a testimonial dinner, in the high-school cafeteria. The affair was in charge of Mr. E. F. Allen and was held to recognize a service of twelve years as a valued and efficient member of the board.
- The school board of Somerville, Mass., has reorganized with

- the election of Mr. E. M. McCARTY as president, and Mr. C. A. CAMPBELL as vice-president.
- The school board of Byessville, Ohio, has reorganized with the election of Mr. L. O. CHALFANT as president, Mr. L. M. HEADY as vice-president, and Mr. ORT DAVIS as clerk.
- MR. A. J. BROWN has been re-elected as president of the school board of Montpelier, Ohio.
- The school board of Minerva, Ohio, has reorganized with the election of Mr. R. M. SCHORY as president, and Mr. HOWARD IRMIN as vice-president.
- MR. JOHN A. ROSE, a former president of the school board at Western Springs, Ill., died at his home on January 22.
- The school board of Melrose, Mass., has reorganized with the election of Mr. EDWARD J. WALL as president, Mr. H. H. STUART as recording secretary, and Mr. B. L. WENTWORTH as corresponding secretary.
- The school board of Chelsea, Mass., has elected Mr. MAURICE GARDNER president, and Mr. L. J. BRENNAN vice-president.
- The school board of Easton, Pa., has reorganized with the re-election of Dr. F. C. SANDT as president and Mrs. HELEN B. PLANK as vice-president. Dr. Sandt has been president of the board for the past six years and his re-election is in recognition of 26 years of continuous service on the board. Mrs. Plank, the only woman member of the board has seen ten years of service.
- The school board of Archbold, Ohio, has reorganized with the election of Mr. E. A. MURBACH as president, Mr. H. F. STOTZER as vice-president, and Mr. A. T. DESBOEUF as clerk.
- The school board of Muir, Mich., has elected Mr. JOHN ELLISON president, Mr. CLIFFORD TOOKER secretary, and Mr. CHARLES WILSON treasurer.
- The school board of Sugar Grove, Ohio, has re-elected Dr. B. H. BIDDLE president. Mr. H. M. LEITNAKER was re-elected as vice-president.
- MR. CARL J. WILDE has been elected president of the board of education at Evansville, Ind. Mr. Wilde was vice-president of the board during 1935.
- The board of education of Prescott, Ariz., has reorganized with the election of Mr. R. S. CONDT as president, and Mr. M. C. WINDSOR as clerk. Mr. KENYON TRENGOVE is a member of the board.
- MRS. JESSIE B. NEWBURY, an active civic worker and the first woman member of the board of education of Waukesha, Wis., passed away at the Madison General Hospital, on February 12, after a five months' illness.
- MR. AUGUST GUSTAFSON, a member of the board of education at Iron River, Mich., died at his home in that city, on February 5, following a month's illness. Mr. Gustafson was elected to the board in July, 1934, and the same year was appointed treasurer.
- MR. FLOYD L. KELSEY has been elected to the school board of Dist. No. 11 at Colorado Springs, Colo.
- The board of education of Marietta, Ohio, has reorganized, with the re-election of Mr. EDWIN B. STRECKER as president, Mr. WILLIAM L. HYDE as vice-president, and Mr. JOHN F. SCOTT as clerk-treasurer.
- MR. ED. S. COOK has been elected as president of the school board at Atlanta, Ga.

- The school board of Burlington, N. J., has elected Mr. W. R. CONARD as president, Mr. OLIN M. SLACK as vice-president, and Mr. FRANK H. WOOD as secretary.
- MR. WILLIAM H. ALTHOLF, a member of the school board at Port Clinton, Ohio, died suddenly from a heart attack at his home on February 2. Mr. Althoff, who was 74, had been a member of the board for 37 years, and clerk of the board for 22 years.
- MR. HORACE L. STEPHENS has been elected president of the school board at Dayton, Ohio. Mr. A. JOE LEVY was elected vice-president, and Miss CORINNE L. BORGHARDT clerk.
- The school board of Oakwood, Ohio, has elected Mr. EDWIN D. SMITH as president, and Mr. FRED W. HECKERT as vice-president. Mr. R. A. PARKER was re-elected as clerk-treasurer.
- The school board of Sandusky, Ohio, has re-elected Dr. C. R. KNOBLE as president, and Dr. J. D. PARKER vice-president.
- The school board of Owensboro, Ky., has reorganized with the election of Mr. J. G. WEILL as president, Mr. O. N. MAGRUDER as vice-president, and Miss HELEN HILL as secretary.
- The school board of Norwalk, Ohio, has elected officers for the year as follows: President, Mr. FRANK CARPENTER; vice-president, Mrs. SHELDON LANING; clerk, Mr. JOHN A. STRUTTON.
- The school board of Lorain, Ohio, has reorganized with the election of Dr. S. V. BURLEY as president, Mr. D. W. LAWRENCE as vice-president.
- The school board of Powhatan, Ohio, has reorganized with the election of Mr. ROBERT T. ATKINSON as president, Mr. JOHN H. DAVIS as vice-president, and Mr. WILLARD RAMSEY as clerk.
- The school board of Roseville, Ohio, has reorganized with the election of Mr. WAYNE CATON as president, Mr. JOHN A. RANSBOTTOM as vice-president, and Mr. JOHN KESSLER as clerk.
- The school board of Monroeville, Ohio, has reorganized with the election of Mr. ARTHUR CURTIS as president, Mr. ED. SCHEID as vice-president, and Mr. FRANK WAGLER as clerk.
- MR. RAY C. MILLER has been elected president of the school board of Cleveland, Ohio. Mr. KARL K. MORRIS is clerk-treasurer.
- The school board of Lorain County, Ohio, has elected Mr. A. D. MASON president, and Mr. WERNER ZILCH vice-president.
- The school board of Ansonia, Conn., has reorganized with the election of Mr. E. T. PENDELOW as president, and Mr. JOHN ENGLISH as vice-president. Mr. ROBERT L. BLUME was re-elected as secretary for a tenth term.
- MR. LEWELLYN CARLTON has been elected as president of the school board of Portland, Me.
- MR. PAUL E. CALLAHAN has been re-elected as president of the school board at Hartford, Conn. Mrs. EDWARD H. LORENZ was elected vice-president, and JOHN M. LAIRD, secretary.
- MR. FRANCIS H. FARRELL has been elected president of the school board at Revere, Mass. Mrs. ELMA A. BURNS was elected secretary.
- The school board of Wayne, Ohio, has reorganized with the election of Mr. M. B. CONNELL as president, Mr. ADNEY BREWER as vice-president, and ROBERT BURROWS as clerk.
- The school board of Somers Point, N. J., has elected Mr. JAMES MONAGHAN, JR., as president, and Dr. R. ROSTIN as vice-president.



Combination Student Table No. 1A-304

New Standards of Flexibility and Utility . . .

—are incorporated in this modern H-I design to such an extent that it overcomes all former objections to the combination Science Table for students.

Through Standard interchangeable units it may be readily modified to meet specific conditions; to provide for maximum use of laboratory space.

For particulars, refer to Section 3 of the modern Hamilton-Invincible Catalog of Laboratory Furniture. If you haven't a copy, write for it today.

HAMILTON-INVINCIBLE, Inc.

Sales and General Offices : : Two Rivers, Wis.
AUTHORIZED REPRESENTATIVES IN PRINCIPAL CITIES



HAMILTON-INVINCIBLE
LABORATORY VOCATIONAL AND LIBRARY FURNITURE

ON YOUR BID FORMS SPECIFY:

No. 5 COSTELLO DOUBLE SEWED BLACKBOARD ERASERS



This eraser will give the maximum classroom service. Each of the high grade wool felts is doubly sewed to the rigid back—which is reinforced to prevent curling. Made in standard lengths and depths.

ALPHA DUSTLESS — MEDIUM GRADE BLACKBOARD CRAYON

Alpha — the original dustless crayon — has been recognized as the highest quality crayon for over 60 years. It makes a solid white mark which is easily read and quickly erased.



Samples and quotations delivered to your station gladly given upon request—not only on these items, but on any of our complete line of Erasers and Crayon. Address Dept. EC32.

WEBER COSTELLO CO.
MANUFACTURERS - - - CHICAGO, ILLINOIS, U.S.A.



A *Strong* DESK with AN EASY, POSITIVE ADJUSTMENT

This Eclipse desk enables you to correctly and comfortably seat every child in the classroom. It has a simple, wide range adjustment which operates easily and holds positively. Note the broad bearing surfaces and the design of the supports which distribute strain and assure rigidity. The seat is of the swivel type . . . has a shaped saddle which affords hygienic posture. Of course, there are many other advantages in using the Heywood-Wakefield Eclipse Adjustable Desk. *We shall be pleased to give you complete and detailed information on this or any other H-W Desk, without cost or obligation.*

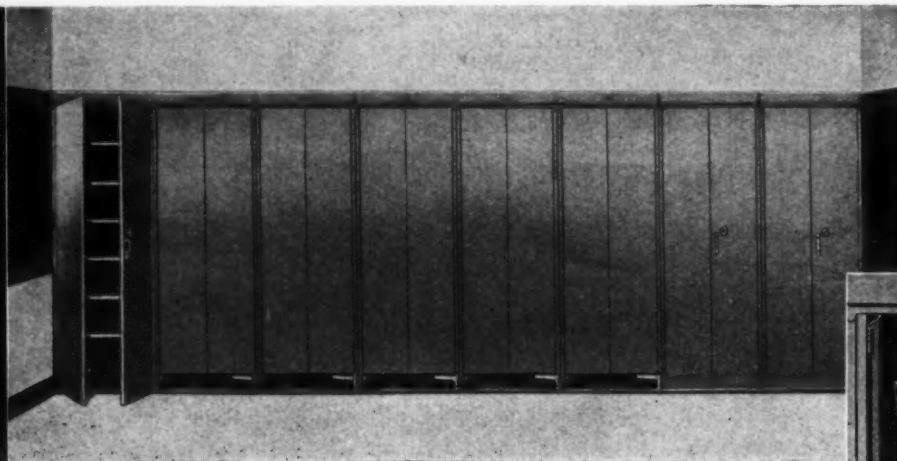
HEYWOOD-WAKEFIELD

MAKERS OF PRACTICAL SCHOOL SEATING

174 PORTLAND STREET., BOSTON, MASS.

Sales Offices in 27 Principal Cities

The New BERGEROBE Saves Costly Space



★
Left: Bergerobe Unit for 40 students with supply closet, teacher closet and book case unit.

★
Below: Conveniently arranged interior of new space-saving Bergerobe.



● BERGEROBES are designed to meet successfully the need for lowered costs in modern schools.

The chief advantage of the new BERGEROBE is its occupation of *minimum cubical space* combined with maximum storage facilities, the utmost in convenience and full protection of contents.

BERGEROBES are built of everlasting steel . . . incorporate *all* essential requirements for efficiently containing clothing. Thorough ventilation is maintained by scientific design. Unobstructed access permits quick handling of clothing.

Sturdy, ball-bearing door

hardware insures quiet, easy operation of doors. A minimum of door encroachment into the aisles insures orderly movement of pupils.

Five BERGEROBES will accommodate forty pupils. A supply closet, teacher closet and book case with adjustable shelves complete the requirements.

Multiple operating feature enables teacher to unlock and open or close and lock all doors by the movement of a single lever.

For complete information write for catalog No. 309.



Lockers • Wardrobe Cabinets
• Storage Cabinets • Book Shelves
• Steel Desks • Desk Cabinets • Letter Files • Card Cases

THE BERGER MANUFACTURING COMPANY • CANTON, OHIO

Division of REPUBLIC STEEL CORPORATION
BRANCHES AND DEALERS IN PRINCIPAL CITIES

Book News

Guide 1936 — A.S.H.V.E.

Volume XIV. Cloth, 1165 pages. Price, \$5. The American Society of Heating and Ventilating Engineers, 51 Madison Avenue, New York, N. Y.

If the American Society of Heating and Ventilating Engineers rendered no other service than the yearly publication of this Guide, its existence, both as an engineering and as a business organization, would be more than justified.

The present edition of the Guide repeats in corrected form all of the fundamental scientific, engineering, and practical data which appeared in the previous annual issues. It also repeats with improvements and corrections the chapters of the 1935 Guide.

The Guide gives impressive evidence of the professionalizing of those branches of engineering now included in the term "air conditioning." More and more the engineers are depending upon scientific research and its findings for their statements of principles and recommended practices; more and more they are compelling manufacturers, "the trade," and the labor groups to eliminate from the accepted "standards" the pseudo science and the mystery which was intended to help sell apparatus and jobs of ventilation.

The 1936 Guide commends itself for four important new chapters on Refrigeration, Drying, Railway Car Conditioning, and Motors and Their Control. School authorities will be particularly interested in the completely revised treatment of a chapter on Unit Heaters and Unit Ventilators, which have application in large part to schools and college buildings. The new unified chapter draws together materials which were formerly scattered and which must be considered together in order to better understand the differences and the best uses of the older as well as new types of these apparatus. Similar useful material is to be found in revisions of the chapter on Fans, Fuels and Combustion, Stokers, and Cooling Loads.

The Guide strongly reflects the clarification in thinking and practice which is taking place in the all-year application of air-conditioning apparatus to various types of buildings. Schoolmen have a need of familiarizing themselves with this new thought if they are

ever to overcome the prejudices built up in recent years by the criticism of old types of mechanical ventilation which were unquestionably uneconomical and excessive. The use of school buildings for summer sessions and adult use will never be entirely satisfactory until cooling as well as warming apparatus is built into the air conditioning of schools.

The new chapter on Motors is clear and complete, and should assist greatly in improving the judgment of school authorities on the specifications of architects and engineers to the end that motor installations will be adapted to the variety of conditions, and services in large school buildings. The excellent chapters on Terminology, Test Methods and Instruments, and the catalog data are complete.

The book is an essential tool of every school-board secretary's office.

Work and Play with Words

By Wendell W. Wright and Nell Parkinson. Cloth, 158 pages. Price, 48 cents. The Macmillan Company, New York, N. Y.

This complete speller is intended to carry children through from the second to the eighth grades, inclusive. It is consciously planned to make the work attractive and interesting, and to reduce to a minimum the usual drudgery of learning the numerous illogical spellings with which the English language is blessed.

The book puts into effect sound psychological principles for teaching spelling. In grades two to three, this involves a familiar study-test-and-study plan, and in grades four to eight it reverses the procedure so that it becomes a test-study-and-test procedure. The authors have been generous in their selection of an inclusive vocabulary and exceedingly careful to grade words on both on the basis of difficulty and of the immediate usefulness of each word included. New words which have come into common use from inventions, discoveries, and recent social and economic changes have been introduced particularly for study in the seventh and eighth grades. The familiar unit organization has been supplemented with frequent review of the diagnostic type. Games and contests have been used to motivate the work, and a constant appeal is made to the children to master spelling as a necessary and interesting tool for better reading, writing, and speaking. The book is well illustrated and attractively bound.

Newlon-Hanna Textbook — Notebook Speller

By Jesse H. Newlon, Paul R. Hanna, and Jean S. Hanna. One book for each grade, two to eight, inclusive. Paper, 96 pages, 8½ by 11, illustrated. 24 cents each. Houghton Mifflin Company, Boston, Mass.

The system of teaching followed in this up-to-date series is equivalent, in some degree, to having the pupil compile his own spelling list, and at the same time, it provides assurance that the pupil has mastered a definite graded list of words.

The words for each week are chosen from a "story" which introduces the unit of work. To this list the pupil adds his own list and he also carries forward from day to day any words on which he has failed in the classroom test.

Any pupil should be able to learn to spell with the aid of those well-planned lessons based upon the weekly schedule of study, test, study, study, test.

Beginners' Number Reader and Workbook

By Norman H. Hall. Paper, 96 pages. Price, 25 cents. Hall & McCreary, publishers, Chicago, Ill.

A workbook to acquaint children with the earliest necessary number facts. Adapted to use in the first grade.

Deducing the Variability of Supervisors' Judgments

By Sister M. Xavier Higgins, R.S.M. Paper, 69 pages. Price, \$1.25. Johns Hopkins University Press, Baltimore, Md.

This study, the twenty-third in the series of the Johns Hopkins University Studies in Education, was undertaken to determine experimentally whether a means could be provided for more nearly unifying the judgment of supervisors. There has been practically no scientific study of the reliability of supervisory techniques.

The experiment described proves rather conclusively that a well-organized analysis chart for evaluating the more common observable factors in the teaching-learning act will contribute enormously to unifying the judgment of supervisors. The study, which was undertaken with thirty individual supervisors, and which made use of silent films and stenographic reports of the entire procedure of classes in arithmetic, reading, and geography, is a real contribution to a type of improvements in supervision which must be made in increasing number if supervision is to be brought up to the scientific level which teaching itself has reached in recent years.

The Life of Hugo the Horse

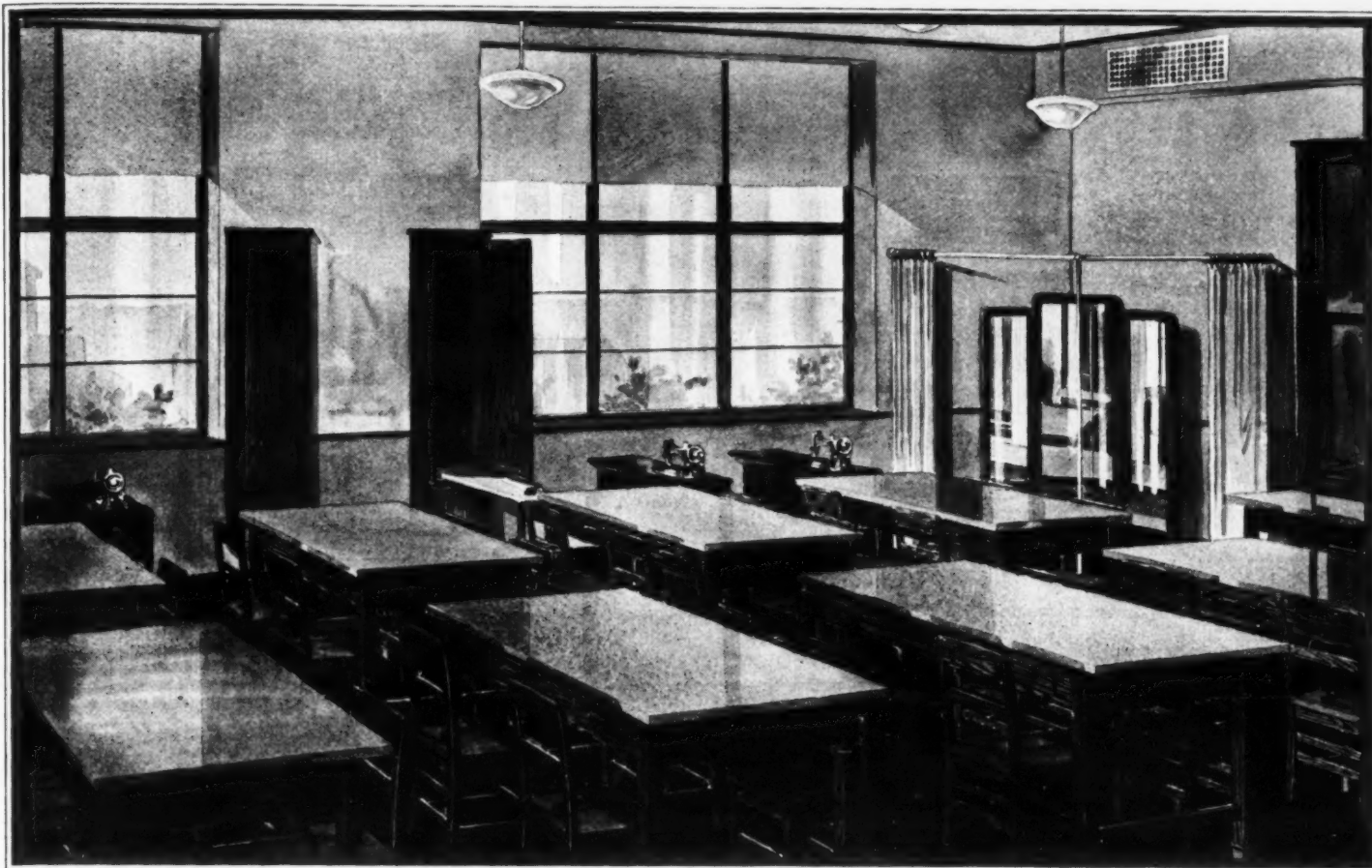
By Anna Marie Wright. Illustrated by Claude W. Woodruff. Price, 50 cents. Grosset & Dunlap, New York City.

For second-grade supplementary reading. Interesting and beautifully illustrated; binding unsuited to school use.

Intensive Bookkeeping and Accounting

By Edwin H. Fearon. Cloth, 430 pages. Price, \$1.80. The Gregg Publishing Company, New York.

This course which is intended for introductory classes on the high-school level is organized on the unit basis. Perhaps its main valuable feature is the constant repetition and application of principles and procedures learned in the earlier units. The arrangement eliminates the necessity of drills and reviews, and provides a constant check on the student's understanding of essential principles. The second feature is the constant requirement for analyzing and interpreting business transactions as accounting and financial facts. The course is amply sufficient for a year's work.



**Honest
materials**

**Honest
work-
manship**

**Correct
assembly**

**Long
experience**

Needs for your Domestic Art Department can be filled economically and well by Walrus — sewing tables, storage cabinets, cutting and tracing tables, fitting platforms, ironing boards, triplicate mirrors, wardrobes, storage lockers, dress display cabine's, instructors' tables. Practical values as the result of long experience make the Walrus line of laboratory and vocational furniture exceptional.

Drop us a line of inquiry

WALRUS MANUFACTURING COMPANY — DECATUR, ILLINOIS

NOW You Can Have Quality Sound
for a trifle more than Silent Cost!

MODEL 25
Sound-in-Film
ANIMATOPHONE
Complete
\$360.00

Model 25 ANIMATOPHONE is the world's lightest, most compact, lowest-priced **High Quality Sound Picture Reproducer**. For only a trifle more than Silent Cost, it provides the facilities for running both **Silent and Sound Films**. (Total weight, 45 lbs.) Its Performance-Ability is a known and proven quantity . . . for it embodies the same features that have made **VICTOR'S Super Hi-Power Model 24** the world's most widely used 16 mm Sound Projector. **ANIMATOPHONE 25** will amaze you . . . Arrange **NOW** to see and hear it! (Operates on either A. C. or D. C.)

VICTOR ANIMATOGRAPH CORPORATION
DAVENPORT, IOWA, U. S. A.

MEDART STEEL WARDROBES

THE
LOCKEROBE



*Provides
Absolute
"Teacher
Control"
of the
Wardrobe
Problem*

In Medart Lockerobes, "Teacher Control" means more than the mere simultaneous locking of all doors (a minor feature as wardrobe doors are rarely locked when in use during the day and under the supervision of the teacher).

Lockerobe "Teacher Control" also provides simultaneous opening and closing of all doors by the operation of one pair of master control doors. Thus noise, confusion, and possibility of injury among pupils from individually operated doors, is avoided. Medart "Teacher Control", of the wardrobe problem is complete.

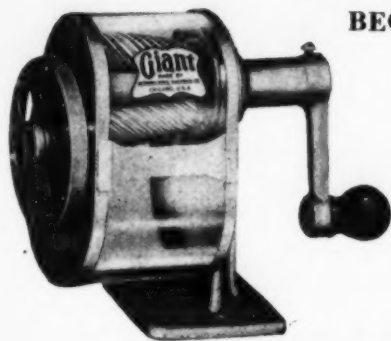
Write for Catalog

FRED MEDART MFG. CO.
3530 DeKalb St. St. Louis, Mo.

Sales Engineers in all Principal Cities.
Consult your Telephone Directory.

!
*not only
simultaneous
locking
but also
simultaneous
opening
and
closing
of all doors

85 of every 100 schools
specify **APSCO**
SHARPENERS



BECAUSE: Apsco sharpeners for over 28 years have proved their economy in operation and performance and because of their mechanical perfection, Apsco sharpeners increase class room efficiency, prevent pencil waste and conserve time for both the teacher and pupils.

THE GIANT
—illustrated
above—
\$1.75

The GIANT . . . is unsurpassed, among the lowest-priced sharpeners, for economical and reliable all-round performance. Celluloid or all-metal receptacle optional.

Other Famous
School Models—
**CHICAGO
PREMIER
ROUND POINT
WIZARD
DEXTER
DANDY**

Ask your supply house or write us for descriptive folder.

**Automatic
Pencil Sharpener Co.**

58 East Washington St.

Chicago, Ill.

SCISSORS and SHEARS

Manufactured especially

for School Use

VARIED USES

For Primary Grades—

Blunt or pointed ends
withstand hard usage.

For Art Classes—

Hardened steel; carefully ground edges, accurate assembly for precise work.

For Vocational Courses—

A style for every need.
Heavily nicked finish
to withstand constant
use.



ALL GRADES

1. High quality forged steel line.
2. "PURITAN" Special Forged Steel line made especially for school use..all styles.
3. Popular priced lines where first cost is considered.

All in varying styles and finishes, every pair guaranteed.

Our long experience with school requirements, and our complete lines, enable us to supply your needs whether you seek low first cost or ultimate economy. Samples on request—prices through responsible jobbers.

THE ACME SHEAR COMPANY

Famous Since 1874

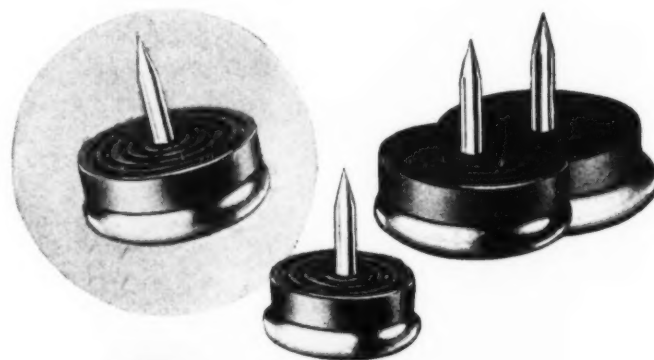
Bridgeport, Conn.



Vul-Cot wastebaskets . . . in colors to match classroom furnishings . . . olive-green, maroon-brown, oak, walnut and mahogany. In sizes and shapes to meet all school needs. No sharp edges. Solid sides and bottom. Made of National H·A·R·D Vulcanized Fibre—one material that never chips, dents, cracks or rusts.

At Stationers and School Supply Houses

NATIONAL VULCANIZED FIBRE CO.
Wilmington, Delaware



Bassick

Rubber Cushion

SLIDES

For Chairs and Tables

End Noise • Slide Easily • Protect Floors

A product of the highest quality at extremely economical prices; indispensable in every school. Write for free samples for trial installation.

THE BASSICK COMPANY
BRIDGEPORT CONNECTICUT

HELPS THE TEACHER... PLEASES THE PUPILS

When schoolroom color projects are done with these non-smudge wax crayons, the brilliant, true-color effect of the finished work wins praise from the teacher... brings satisfaction to the pupil.

CRAYOLA *Colored* WAX CRAYON



gives the kind of result that helps build student morale because Crayola lays on smoothly, is easy to use; the color assortments fill every child-need for expression.

CRAYOLA is one of the Gold Medal Line of Products for Home and Schoolroom Use.

Manufactured Only by
BINNEY & SMITH CO.
Room 1900C, 41 East 42nd Street - New York

Crayola is sold everywhere in boxes containing 6, 8, 12, 16 or 24 colors. For extensive work 52 different colors in all are available.

FREE COPY OF
Lesson Plans for
Junior High Schools
Stenciling and
Decorating Fabric

Upon request we will gladly send sample copy. If it suits your purpose, we will send you as many copies as you need **FREE**

SCHOOL-BUILDING CONSTRUCTION

In eleven states west of the Rockies, 59 contracts for new school buildings were let during the month of January at a cost of \$5,830,532. Ten additional projects were reported in preliminary stages at an estimated cost of \$343,000.

During the month of January, a large amount of school-building construction was undertaken. Dodge reports that in 37 states east of the Rockies, 501 school and college buildings were put under construction, involving 7,196,100 square feet of construction. The cost involved is \$36,669,000. During the same period, 48 gymnasiums were put under contract in connection with educational institutions, to cost \$1,410,000. Contracts were also let for 21 libraries, laboratories, and similar special buildings, to cost \$1,401,000. The total cost of educational buildings, therefore, was \$39,480,000.

SCHOOL-BOND SALES

During the month of January, long-term bonds for school construction purposes were sold in the amount of \$21,838,187. The largest sales were made in California, \$4,762,000; New York, \$3,004,527; and Texas, \$4,292,040.

During the same period, tax warrants, refunding bonds, and short-term notes were sold in the amount of \$10,974,375.

The average interest rate for all long-term bonds was 3.11 per cent.

ANNOUNCE CONFERENCE OF SCHOOL-BUSINESS OFFICIALS IN CHICAGO

The National Association of Public-School Business Officials has arranged a regional conference of school-business officials in Wisconsin, Michigan, Illinois, and Indiana, to be held in Chicago, March 13 and 14. A program of addresses is being developed by Mr. Don C. Rogers, Chicago, Ill., and speakers representing the National association are being chosen by President Paul H. Scholz, of San Antonio, Tex.

Information can be obtained from Mr. Don C. Rogers, 228 N. LaSalle St., Chicago, Ill.

ISSUE NEW PERIODICAL

School Business Affairs is the title of a new monthly official organ of the National Association of Public-School Business Officials.

It will be the purpose of this publication to gather and present useful information on school business affairs, to discuss problems and procedures, and to provide practical solutions of problems based on experi-

ence. The new paper will co-operate with the association's Committee on Exchange of Information. The editorial staff is headed by Mr. H. W. Cramblet, secretary of the Pittsburgh board of education.

FAR WEST ORGANIZES PUBLIC-SCHOOL BUSINESS OFFICIALS' ASSOCIATION

Announcement has been made of a permanent organization of school-business officials of the far west, the Pacific Northwest Public-School Business Officials. The group forming the association comprises the secretaries and business managers of Oregon, Washington, and Idaho. A successful meeting was held at Portland in 1934, and this year another was held at Seattle, January 17. Representatives from the leading cities were present.

During the meeting, the visitors inspected the new Seattle school-administration building and the newer senior-high, junior-high, elementary, and vocational schools. Mr. Carl G. Caddy, of Tacoma, gave a report on the highlights of the National meeting in Minneapolis. A number of discussions on pertinent problems connected with the school-business situation of the Northwest were held.

The next conference will be held at Spokane, under the leadership of Mr. Robert A. Wilson, president of the association and secretary of the board of education at Spokane.

PROMOTING FUTURE POLICIES OF THE SCHOOL SYSTEM

The school superintendent in the local community is always willing to say a word regarding the local school system and its plans for future improvement.

In Knoxville, Tenn., the annual commencement program of the two senior high schools regularly reserve one page each year for the superintendent. On this page Dr. Harry Clark outlines future policies of the school system. This secures thoughtful consideration of the needs of the school system under the most favorable circumstances, while friends of the schools wait for the program to proceed.

In one recent program, Dr. Clark discussed the topic, "Why Should not Father go to School?" In this article he stressed the advantages of the night school to the adult, especially to the fathers and mothers, and urged that they plan to attend one of the many courses offered in the school. He made the point that a noteworthy growth in attendance has proved that the citizens have found the work worth while, with many students over 50 years of age in attendance.

HOUSTON MOVES FORWARD IN FINANCING THE SCHOOLS

The board of education at Houston, Texas, at a meeting held on February 10, adopted its 1936 budget, calling for a total of \$5,168,000. The new budget makes provision for the restoration of the final deduction in teachers' salaries. During the early years of the depression three deductions had been ordered, one for 10 per cent, one for 8 per cent, and another for 5 per cent, and the present restoration is the final 10 per cent, the other restorations having been previously made.

The budget for the year 1935 was \$4,542,000. The increase for the year has been made possible, first, by a large amount of delinquent tax collections. Last year it was estimated that approximately \$350,000 would be collected, but the actual collections amounted to \$800,000. During the year, too, current collections were much better than in the last year. The tax delinquencies amounted to 16½ per cent during the year 1935, whereas it was anticipated that they would reach 20 per cent.

The New Ittner Firm

Wm. B. Ittner, Inc., St. Louis, Missouri, are continuing in business as architects, and are offering a complete architectural and engineering service as well as a consulting service in the planning and construction of school buildings. Mr. R. G. Alexander, for many years a member of the firm, has been elected president; Messrs. Wm. B. Ittner, Jr., Robert W. Lemon, R. W. Smith, and D. Stephen are vice-presidents; and Mr. Lemon is secretary and treasurer of the firm.

All of the officers of the corporation have been with Mr. Ittner from 16 to 25 years. The active designing and planning staff, as well as the engineering and supervisory organizations of the firm, will be continued intact.

COMING CONVENTIONS

March 12-14. South Carolina Education Association, at Columbia. Mr. J. P. Coates, Columbia, secretary.

March 13-14. Junior High School Conference, in New York City. Mr. S. L. McLaughlin, New York City, secretary.

March 25-28. Schoolmen's Week at the University of Pennsylvania, Philadelphia. Mr. L. A. King, Philadelphia, secretary.

March 26-28. Alabama Education Association, at Birmingham. Mr. F. L. Grove, Montgomery, secretary.

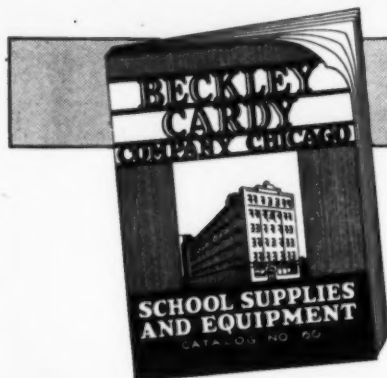
March 27-28. Indiana Industrial Education Association, at Fort Wayne. Mr. H. G. McComb, Lafayette, secretary.

March 29. Music Educators' National Conference, in New York City. Mr. W. C. Bridgeman, Brooklyn, secretary.

April 1. Northwest Association of Secondary and Higher Schools, at Spokane, Wash. Mr. P. S. Filer, Spokane, secretary.

A timely "SCHOOL BOOK" worth careful "STUDY"

USE IT IN PREPARING NEXT SEMESTER'S SUPPLY SPECIFICATIONS



THE BECKLEY-CARDY CATALOG

This general catalog, No. 60, offers a full and complete coverage of school needs. Beckley-Cardy quality and Beckley-Cardy values invite your study and comparison. Catalog mailed recently. If your copy has been misplaced, send post card for another.

Also special catalogs with more detailed information on following:

BLACKBOARDS and CORKBOARDS



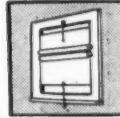
Hundreds of school officials and architects have found our special blackboard catalog an invaluable aid in preparing specifications for new buildings. It not only lists all the well known types of blackboards and bulletin boards, but it contains specifications and other technical information which have proved helpful in solving many very difficult blackboard problems. If you are planning new buildings, remodeling or replacement of old blackboards, you should have this catalog. Write for catalog No. 57-A.

FURNITURE and EQUIPMENT



Before ordering new equipment, investigate the Beckley-Cardy line. High standards of durability, flexibility for varied uses, and encouragement of correct posture are outstanding features. Every piece of equipment is the outgrowth of many years of experience. Customers in increasing numbers are approving the values offered by Beckley-Cardy Company, and reordering year after year as their needs require. Send for our new Equipment Catalog. We believe you too will be impressed with the values offered. Write for Catalog No. 157-A.

SHADES



Invaluable aids to youthful eyesight Beckley-Cardy's "Sightsaver" Double Roller Shades afford "top" lighting and proper ventilation as well. Durable built and scientifically planned for correct light diffusion. Available in various grades of shade cloth at moderate cost. Those interested in lightproof shades should have complete information on the Supertex line.

BECKLEY-CARDY CO.

1638 INDIANA AVE., CHICAGO

DUTIES OF A SCHOOL-BOARD MEMBER

(Concluded from Page 30)

ble way is to make whatever action is taken the action of the board with no regard to the idea of any individual member thereof.

It would seem to me that the proper function of a board of education is not to administer the school in detail but to represent in a broad and generous spirit the public opinion of the community, to select the experts to fill the chief positions in the school system and to set in judgment upon their recommendations, to check those experts when in their exuberance and enthusiasm they make proposals which public opinion will not sustain, or which the public treasury cannot bear the cost of, and to spur them on whenever they seem to lag or lack wisdom or zeal, and above all to remember that the policies which the board adopts are the policies which are to govern the future citizens and leaders of our nation.

SOME PRACTICAL SUGGESTIONS FOR WPA WORK IN SCHOOLS

(Concluded from Page 29)

Remodeling auditorium stages.
Painting signs and door numbers.
Building special shops, garages, maintenance buildings, or other buildings.
Building a stadium, or swimming pool.
Improving ventilating systems.
Building parking spaces for teachers' and employees' cars so to remove traffic hazards.
Running vents from individual classrooms through the attics up to the roofs.
Making better provisions for custodians' closets and quarters.
Tearing down and salvaging materials from obsolete buildings.
A fire inspection may reveal many changes that will reduce insurance rates.
Installing radio equipment.
Surveying and mapping school sites.
Rebinding books.

Resurfacing playgrounds.
Installing fire alarms.
Remodeling old buildings.
Repiping gas and water lines to consolidate meters.
Building playground equipment.
Installing emergency exits in assembly rooms or auditoriums.
Building drying racks or rooms for laundry.
Installing call gongs, office bells, or buzzers.
Brushing, cutting, or cleaning stonework.
Building bleachers.
Building janitorial equipment, such as push mops, dust boxes, mop boxes, etc.
Installing exhaust-fan units in certain places; toilets, dressing rooms, laboratories.
A steeplejack may paint flagpoles and special high places.
Improving coal bins, ash-disposal, and ash-removal provisions.
Relaying sewer lines that may be clogged with roots or other refuse.
Relaying floors; wood, linoleum, asphalt, etc.

THE QUALIFICATIONS OF A SCHOOL-BOARD MEMBER

(Concluded from Page 32)

given me a degree of satisfaction to see this board gradually change so that at the present time we now have all members under 45 years of age; all have children in school; all are paying a reasonable amount of taxes; and all are sincerely interested in the educational program. You may immediately ask how this has been brought about, where the only reward for being a board member is to be a shock absorber for all kinds of criticisms, suggestions, and oftentimes severe abuse, with no financial reward whatsoever. "Too long has the idea prevailed that small-town board members are 'old fogies' with no idea of modern education for the children of the community."

Setting Up the Proper Qualifications

It is the duty of all board members to seek people in their communities with these qualifications, going about it in a legal way, en-

deavoring to get people of this type elected as their associates, and trying to bring about a more intelligent, efficient, and conservative board.

Some will say they are too busy. But a busy person who has made a success of his own business, regardless of the type, merits the faith and trust of his community. The age between 40 and 50 years seems to produce the greatest efficiency; oftentimes members become overconservative in their later years, even though they have served continuously.

The qualifications of a good school-board member are in general the same as for a good business man, namely: ability to co-operate, loyalty to associates, knowledge of education, ability to get things done, persistence, ability to plan for the future, ability to manage finances, ability to withstand criticism, courtesy, and good nature.

It is not the size of the board, the method of selecting its members, or the length of tenure that makes or mars a board's work; it is the human qualities coupled with "good progressive common sense," which, I am sorry to say, many people do not have, or do not have the ability to exercise. This quality is, nevertheless, the outstanding requirement for an effective school-board member.

Personal News of Superintendents

- MR. CARL E. LARSON has been re-elected superintendent of the west side schools of Aurora, Ill. He succeeds Daniel B. Heller.
- SUPT. W. E. SHEFFER, of Manhattan, Kans., has been re-elected for a two-year term. Mr. Sheffer is completing his tenth year as superintendent.
- SUPT. H. C. SCARBOROUGH, of Great Bend, Kans., has been re-elected for another term.
- SUPT. P. M. VINCENT, of Stevens Point, Wis., has been re-elected for a three-year term.
- DR. CHARLES F. HOBAN, a member of the staff of the Pennsylvania State Department of Public Instruction, resigned on January 15, after completing a service of fourteen years as director of the State Library and Museum. Dr. Hoban has been succeeded by DR. JOSEPH L. RAFTER.

DESKOR CHAIRS

permit

**Unusual Flexibility in Administration
and Make Dual Use of School space**

"DESKOR" increases the capacity of existing buildings and reduces the per pupil cost of new buildings.

"DESKOR" installations have been made varying from 20 to 500 desk locations in a single room, permitting instant conversion into assembly formation, seating from 40 to 1000 persons.

"DESKOR" is adaptable to any type of floor or room. An entire room can be changed by the pupils from one use to the other in less than one minute.

The combination of "DESKOR" convertibility and folding partitions is being rapidly adopted, and is revolutionizing school house design and seating. When an auditorium is not in use for assembly it can be utilized for class rooms or study hall.

Two or more class rooms can be used jointly for assembly.

If you will send us the dimensions of any room, we shall be glad to tell you what dual service DESKOR can render.

Deskor Chair Sales Corporation
Park Square Building Boston, Massachusetts

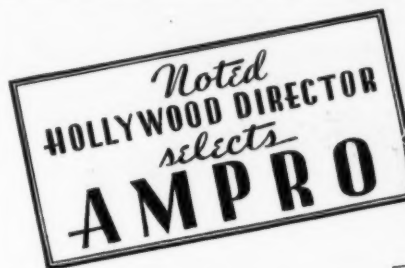
THE NEW SELOC GLASS BLACKBOARD

IS SO GOOD

— because it is made of black plate glass with a **SUSPENDED ABRASIVE** uniformly dispersed throughout the glass while molten. Not just a top surface treatment that wears smooth and slippery, but a blackboard that is surface perfect all the way through from back to front. Experimental tests equivalent to one hundred years wear leave Seloc Glass blackboards as good as new.

Why not specify Seloc Glass for that new school?

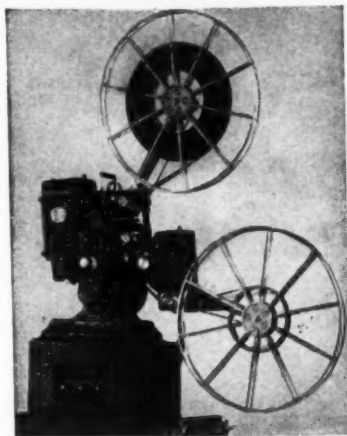
NEW YORK SILICATE BOOK SLATE CO., Inc.
20 VESEY STREET NEW YORK CITY



Edwin Carewe, who now heads his own Hollywood producing company, first sky-rocketed to fame through his excellent direction of such pictures as "Resurrection", "Ramona" and "The Spoilers." The first of his new 16 mm series of pictures is now being scheduled from coast to coast with Ampro projectors before school, church and club audiences.

Veteran Film Man CAREWE

demands AMPRO sound-on-film Projectors to better screen his new 16 mm. Production Program!

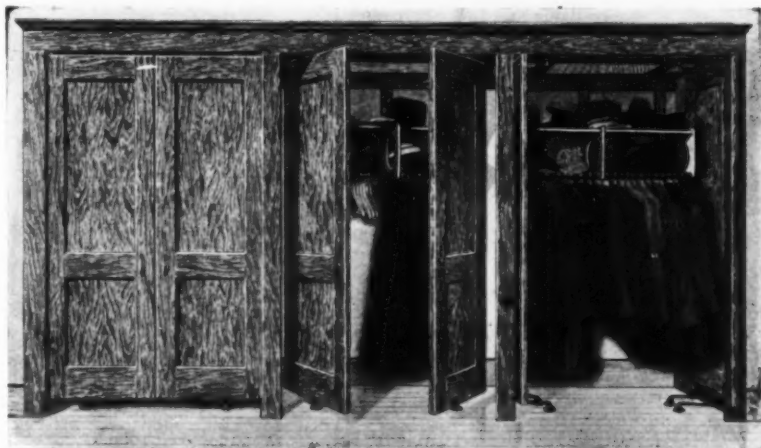


Rigid research and comprehensive tests convinced the alert Edwin Carewe engineers that their Hollywood 16 mm. motion picture productions would screen more satisfactorily with the Ampro sound-on-film machine. Built to Ampro's standard of precision quality, this Model "S" actually delivers theatre-clear, theatre-brilliant pictures with rich, undistorted sound. No special operating skill required. The approval of the Carewe organization fits in with the experiences of thousands of schools, colleges and home-movie enthusiasts owning Ampro equipment. Ask your dealer to demonstrate Ampro—no obligation.

AMPRO Silent Projectors

Now! Both the "J" Series and the "K" Series (16 mm.) have been approved by the Underwriters Laboratories. Through the installation of new dual-convex condensers and a split-phase rotary shutter these new models almost double the illumination without increasing the wattage of the lamp used. See what this engineering advancement means in terms of more brilliant projection.

The
AMPRO
CORPORATION
2839-51 NORTH WESTERN AVENUE
CHICAGO



EVANS

"Vanishing Door" WARDROBE

Class J

equipped with either "Floor" type (as illustrated) or "Jamb" type hinges. This is Class D wardrobe if made with flush doors.

CLASSROOM WARDROBES

High in Quality — Low in Cost

This type occupies a recess flush with the wall. Plaster back and ends. No partitions, but with mullions between pairs of doors. Wire mesh ceiling. Blackboards if required.

The "Vanishing Door" hinges on which the doors are hung are made with double pivoted arms and swing the doors back into the wardrobe entirely out of the way. Simple—trouble-proof—and last as long as the building.

Wardrobes are furnished complete in the knock-down, with all woodwork cut to size, and only need to be nailed in place. The hinges are easier to put on than common butt hinges. The cost of installation is small.

We make many other types of school wardrobes, fully illustrated and described in Catalog "N." Send for your copy.

W. L. EVANS
WASHINGTON, INDIANA, U.S.A.



the HOLMES 16mm
ALL SPROCKET PROJECTOR
SILENT or SOUND on FILM

All Shaft Driven

Straight Sound Aperture

Direct Beam of Light on Sound Track and Photo Cell

Hold Back Sprocket

Filtered Sound Sprocket

PROFESSIONAL QUALITY

Ask any professional operator why these HOLMES 16mm features are so necessary to the finest sound reproduction and picture projection.

Write for full descriptive literature

No Belts No Chains

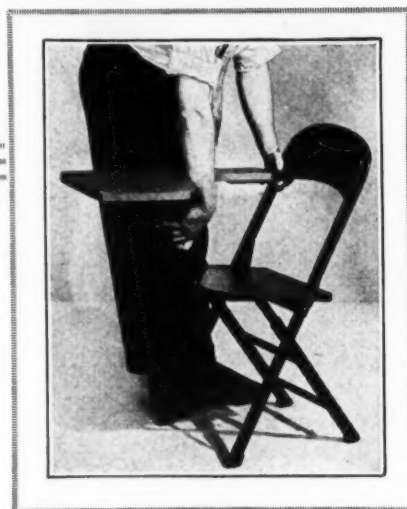
No Sound Drum

No Reflected Light From Sound Track to Photo Cell

No Claw Movement

No High Speed Shafts

HOLMES PROJECTOR COMPANY
Manufacturers of the World Famous 35mm Holmes Projector
1812 N. Orchard Street Chicago



The Ideal Folding Chair in the Auditorium — The Detachable Arm in reserve—furnish instant economical accommodations in an emergency.

CLARIN MFG. CO.
4640 W. Harrison St.
CHICAGO, ILL.

BUILDING NEWS

Oregon. Milwaukie, contract let for construction junior high school and Ardenwald gymnasium-auditorium, cost \$88,000; Silverton, propose construction addition to high school, cost \$83,000, PWA grant \$38,000; Willamette, construction work begun on elementary school, costing \$65,000, PWA grant \$29,123.

South Carolina. Greenville, contract let for school, \$95,453; Blackville, auditorium-gymnasium building on Savannah Road, and elementary school on Lartigue Street; Camden, school-building project, \$181,000; Spartanburg, Swain School, in Spartanburg County, \$16,363, work started on Memminger Girls' High School and addition to Archer School, addition to North Charleston High School, \$58,807, and seven-room school in Midland Park, \$37,738; Irmo, will erect high school, to cost \$120,000, PWA project.

NEW BUILDINGS

The following new school-building projects, reported for the month, have been initiated, while others are in full progress of construction:

Alabama. Clanton, twelve-room school at Isabella, Chilton County, \$35,000; five-room school at Collins Chapel, \$19,000; Florence, junior high school, \$92,000; Negro school, PWA project; Eufaula, contract let for construction of gymnasium, to cost \$30,000.

Arizona. Nogales, construction work started on WPA project, involving the construction of a high-school stadium, costing \$17,000; Coolidge, bids received for high school, costing \$105,000.

Arkansas. Rogers, construction started on central grade school, PWA; Little Rock, West Side Junior High School auditorium and annex, \$105,000; PWA \$45,000.

California. Laguna Beach, school-building program, \$100,000; PWA grant \$45,000; Santa Ana, plans completed three units of high school, \$198,999; PWA grant \$100,350; Tulare, bids received high-school units, \$236,000; Fullerton, plan high school, \$24,962; Los Angeles, reconstruction Fries Avenue School, \$44,000; Van Nuys, high school, \$74,000; Julian, will erect Union High School, \$65,000; PWA grant 45 per cent of cost; Culver City, work started on reconstruction of grammar-school auditorium; Madera, construction work started on high-school gymnasium, \$60,000; Glendale, will begin construction junior college, costing \$354,000; bond issue \$195,000, federal grant \$159,000; Davis, will begin reconstruction elementary school, costing \$29,385; PWA grant \$13,091, bond issue \$19,000; Pomona, contract let for Abraham Lincoln elementary school, \$106,541, WPA grant \$46,471; Westwood, construction started on Emerson Junior High School administration and gymnasium buildings,

costing \$400,000; Needles, construction started on high-school auditorium, costing \$32,166; also shop and art building costing \$12,535; elementary district plans assembly and activity building, costing \$14,100; Santa Monica, construction started on six units of new building program, to cost \$1,500,000.

Colorado. Alamosa, grade school, \$35,000; Golden, bids received for high school, costing \$165,000, PWA grant, \$74,250; consolidated grade school, \$175,000, PWA grant \$74,250.

Connecticut. Ansonia, high school, PWA; Hartford, contract let for elementary school \$210,000, PWA grant 45 per cent; school-building program, to include two junior high schools, to cost \$3,450,000; New Britain, contract let for construction of Goodwin Street School, \$143,159, PWA grant 45 per cent.

District of Columbia. Washington, action delayed on proposed five-year school-building program.

Florida. Molino, plans completed for school, Dist. No. 4, Escambia County, \$80,000, PWA grant \$36,000; Keyville, contract let for twelve-room school, \$40,000; Lakeland, construction started on four-story addition to Southern College, \$150,000.

Georgia. Decatur, propose construction of new school, costing \$220,000, federal grant \$141,000; Jefferson, consolidated school, Jackson County, \$27,568; Dublin, contract let for school, \$29,097; Marietta, Olive Springs School, \$6,788; Augusta, new school, \$54,472; Hawkinsville, new school, \$40,000, industrial high school, Rose Hill Heights, \$250,000, with PWA grant of \$112,000; Lincoln, bids received for county high school, \$50,544, PWA grant 45 per cent.

Illinois. Chicago Heights, two WPA projects grading and surfacing, and repair and improvements, cost \$38,000; East Aurora, high-school addition, \$180,000; Chicago, construction started on seven schools and additions, PWA loan \$2,000,000, and grant \$900,000; Jacksonville, bond issue, \$125,000, approved for grade-school unit; Springfield, new plans prepared for Hay-Edwards and McClernand School additions, preparatory to receiving new bids; bids received for Pryor School, to cost \$15,750.

Indiana. Fort Wayne, school-improvement program, one grade school and several additions, \$600,000; Stinesville, contract let for school, \$44,850; Mishawaka, north-side grade school, \$175,000 PWA; Indianapolis, first unit of Irvington high school, cost \$450,000; Michigan City, propose construction of auditorium and industrial-arts building, to cost \$218,000; additional loan and grant of \$50,000 requested.

Iowa. Centerville, central school, \$90,000; Hillsboro, elementary school, \$34,329; Mason City, reconstruction of Garfield School, \$49,960; Spirit Lake, con-

struction addition to high school, cost \$38,000; Stuart, grade school, \$31,958. Onslow, contract awarded for new school, to cost \$28,445, under PWA auspices.

Kansas. Dighton, community high school, Lane county, \$200,000; Fort Scott, construction started on Eugene Ware School, \$194,352, PWA grant \$50,662; Eureka, bond issue, \$30,000, approved for high-school auditorium-gymnasium; St. Francis, construction started on grade-school addition, \$45,000.

Kentucky. Owensboro, bids received for Lee School and annex to colored school, cost \$136,363, PWA grant.

Louisiana. Crowley, bonds, \$120,000, sold, proceeds to be used for school-improvement program, Acadia parish; Pointe Coupee parish board sold bonds, \$70,000, proceeds to be used for building purposes.

Maine. Mexico, propose new high school.

Massachusetts. Franklin, grade school, cost \$40,000; Waltham, two-story Phillips School, to cost \$155,948; Southbridge, construction started on grade school, Eastford Road; Chicopee, junior high school, \$260,529, PWA grant; Lowell, trade-school building, \$150,000, PWA grant; Belmont, addition to Wellington High School, \$200,000; Brookline, construction of first unit Edith Baker School, \$240,000.

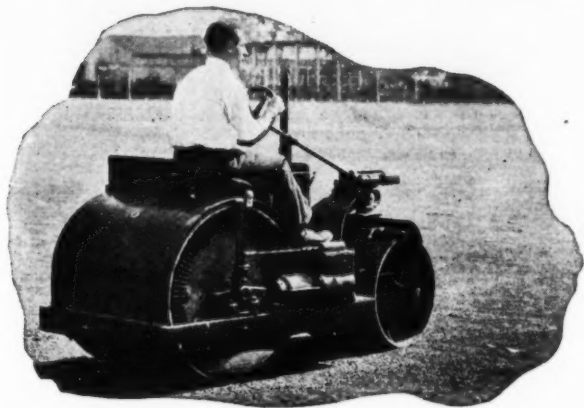
Michigan. Albion, administration and school building, Starr School for Boys; Battle Creek, Woodrow Wilson School, \$201,000, PWA grant 45 per cent; Bay City, Farragut-Eastern Junior High School, \$800,000, PWA grant; Lowell, PWA School unit, \$70,000; Kalamazoo, Harding School addition, \$60,000, PWA grant \$39,950; LeRoy, contract let for school, \$58,181; Three Oaks, bond issue, \$10,000, approved for completion remodeling of high school, cost \$45,000, PWA grant 45 per cent; St. Joseph, high-school addition, \$150,000.

Minnesota. Truman, construction started on new school, \$110,000, PWA project; Minneapolis, construction started on Jenny Lind School, \$180,000, PWA grant \$60,855; Heron Lake, contract let for school, \$50,000, PWA grant.

Mississippi. Meridian, high school and gymnasium, \$247,823; Hazelhurst, construction started on elementary school, \$50,000; Leland, contract let for school buildings, to cost \$140,000.

Missouri. Laclede, bids received for new school, \$50,000, PWA project; Kansas City, propose construction Southeast High School, Meyer Boulevard; addition to Nichols School, \$50,000; Sikeston, will erect two-story school, cost \$40,000; Lathrop, contract let for construction of school, cost \$74,950; Mexico, will erect Field School, and additions to two schools, cost \$200,000, PWA grant \$90,000.

Pierce Rollers



Ideal For School Lawns, Playgrounds, Athletic Fields, Tennis Courts, Etc.

Schools and Colleges all over the Country are solving the problem of economically keeping their lawns, playgrounds, athletic fields, etc., in the best of condition, by using Pierce Rollers. The first cost is small and operating cost is negligible. Cost of fuel and oil for ten hours operation will not exceed \$1.00. These Rollers keep the school properties in better condition than is possible by any other means and save their cost over and over.

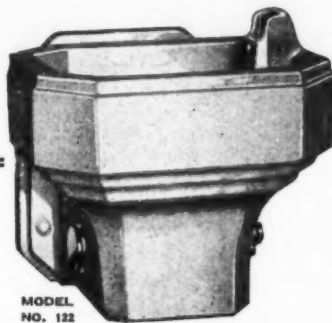
There are two popular models of Pierce Rollers for school use—the $\frac{3}{4}$ ton and the $1\frac{1}{2}$ -2-ton. Write for complete information.

The Pierce Governor Company
Anderson, Indiana

ECONOMICAL

The design and construction features of the R-S line, assure you of sanitary, beautiful and practical drinking fountains that are economical and serviceable.

The advanced sanitary standards of these Rundle-Spence Models are evident in the angle stream non-squirting jet, and the placing of the nozzle orifice above the rim to prevent contamination if drain clogs.



MODEL NO. 122

Model No. 122 is symmetrically designed and available in six colors. The angle stream non squirting jet extending above rim prevents contamination from back flow or clogged drain.



Illustrated here is Model No. 183 Wall Fountain. Modernly designed, mechanically perfect, will suit any school interior. Write for copy of our catalog.



Well Model No. 174 with extra heavy cast iron or vitreous china bowl.

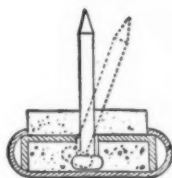
No. 174

Slant stream nozzle above rim of bowl, controlled by Rasco patented self-closing valve.

RUNDLE-SPENCE MFG. CO.
445 No. Fourth St. Milwaukee, Wis.

SAVE FLOORS-END NOISE

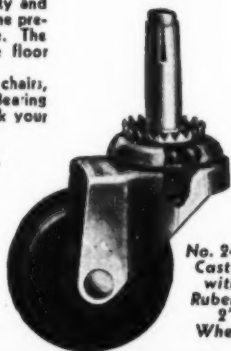
WITH FAULTLESS CUSHION CHAIR GLIDES AND DOUBLE BALL BEARING CASTERS



Chair Glides are illustrated $\frac{1}{2}$ size.

Faultless Cushion Chair Glides are mounted in live rubber which gives them amazing flexibility and resilience. Note how the steel reinforcing frame prevents the nail from pulling out of the base. The rounded surfaces glide smoothly over the floor without scraping or grating. And for easy rolling, free swiveling office chairs, there's nothing like Faultless Double Ball Bearing Casters. Send for catalog and prices, or ask your supply house.

FAULTLESS CASTER CORP.
Dept. AS-3, Evansville, Indiana



No. 2479 Caster with Ruberex Wheel.

FAULTLESS CASTERS

SIT DOWN

and write us for facts on Portable Seating Comfort—Economy—Made possible by

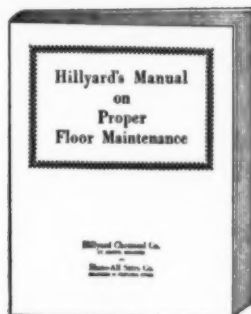
LYON

STEEL FOLDING CHAIRS

LYON METAL PRODUCTS, INCORPORATED



Aurora, Illinois



FREE . . .

TWO VALUABLE BOOKS

These two books full of valuable information, just off the press and compiled by the Hillyard Chemical Co. at considerable expense, are for you . . . absolutely FREE. Just another proof that the Hillyard Chemical Co. are the leaders in the field of Sanitation and Modern Floor Maintenance.

Nationally recognized as the "Pioneers", with almost a Third of a Century of service, the Hillyard Chemical Co. will continue to lead in perfecting methods, products and equipment in this important work.

Fill out the Coupon and mail TODAY.

Hillyard Chemical Co., St. Joseph, Mo.

Date _____

Gentlemen:

Please send me postpaid, your two new books "Modern Maintenance" and "Hillyards Manual on Proper Floor Maintenance".

Signed _____ Title _____

For _____

City _____ State _____

HILLYARD CHEMICAL COMPANY
BRANCHES IN PRINCIPAL CITIES ST. JOSEPH, MISSOURI. SHINE-ALL SALES CO. DISTRIBUTORS




WINS THE APPROVAL of school authorities everywhere for a replacement well. It costs less. It "stays put" and cannot be damaged easily. It has no equal for durability. Ink spilling and "tinkering" is practically eliminated at desks fitted with U. S. Inkwells. Its dust-proof and air-tight construction also stops the trouble of ink drying. Teachers recommend it because of its noiseless operation.

EASY TO INSTALL—The ease with which U. S. Inkwells are installed in any type of school desk make them the outstanding favorite for replacement purposes. Anyone capable of handling a screw driver can put in U. S. Inkwells without trouble.

Free Sample Sent to School Executives

U. S. INKWELL CO. 410 S. W. 9th St. Des Moines, Iowa

STRONGEST



A. Flat Steel springs (resting on desk) force well into air tight contact with lid.

B. Heavy Glass Inkwell — Easily cleaned — Round bottom—Pupil cannot set on desk.

C. Heavy Black Japanned Steel Frame.

The lid slides shut—making well air tight. Three screws attach well to the desk. Raised penholders in the steel frame increase convenience and strength.



Easy to Clean...

Universal Fold-A-Way Gymnasium Stands fold up in Two operations... first the stands fold leaving the cabinet down, flush with the base for easy unobstructed sweeping of the floor area... then the cabinet is raised and securely locked in place. No papers or other fire hazards are left to accumulate under these stands.

Your name and address on the margin of this advertisement will bring you full descriptive data and our catalog 35F.

UNIVERSAL BLEACHER CO.

Champaign, Illinois

*The Finest in
Black and White and
Color Engraving*



ARTISTS ENGRAVERS
PREMIER
818 W. WINNEBAGO ST.
ENGRAVING CO.
MILWAUKEE

Stage Equipment

Velour Curtains — Draperies, Scenery and Rigging Equipment of the Highest Quality.

Service and Installation by
Experienced Personnel

Write

Twin City Scenic Company

1126 Chimes Bldg. 2819 Nicollet Ave. 25 Henry St. 4704 Pershing Ave.
Syracuse, N. Y. Minneapolis, Minn. Detroit, Mich. Fort Worth, Texas

MILLER RED DOT KEYLESS PADLOCKS



In hundreds of schools and colleges throughout the U. S. the words keyless padlock and MILLER are inseparable. Almost a half century of continual service to the educational field has placed MILLER first for SECURITY and DEPENDABILITY.

The RED DOT No. 35, in No. 1 finish, has an all steel hasp cadmium plated with a die cast enamel lacquered case. No. 2 finish is chromium with cadmium hasp. Rust proof. Extremely simple yet strong construction. Operates by click or sight. Attractive appearance. Automatic locking. Send for sample.

We Invite Inquiries. Tell Us Your Lock Troubles. Over 46 Years of Experience Manufacturing Keyless Locks is at Your Disposal.

The J. B. Miller Keyless Lock Co.

Established 1889

RED DOT No. 35

200 Lock Street

Kent, Ohio

CIRCLE

Folding Partitions
Rolling Partitions
Sectional Partitions
School Wardrobes

Grandstands—Bleachers
of Wood or Steel—
Portable or Permanent
Sectional School Buildings

For more than a decade—manufacturing supplies to schools throughout the country. Write for detailed information on any of the products listed above.

NEWCASTLE PRODUCTS, INC.

625 South 25th Street • Newcastle, Indiana

FERALUN Anti-Slip Treads

Also Bronzalun:
Alumalun and Nicalun

PREVENT ACCIDENTS
ON STAIRS and FLOORS

A hard metal matrix into which is cast an abrasive next in hardness to the diamond assures durability and anti-slip efficiency.

ALL ARE FIREPROOF

Originators and developers of Abrasive metals for
SAFE WALKWAYS

Specify Feralun and Be Sure

American Abrasive Metals Co.

Irvington, New Jersey



Keep up or Upkeep—which?

Today it's a matter of keeping up with the times or being handicapped by mounting overhead. The initial cost of inkwells, for example, is small but replacement cost may run into a staggering figure.

Investigate Sengbusch School Inkwells. They are made of hard rubber—practically indestructible—made in sizes to fit your desks—and cut down ink evaporation.



★ SEND FOR FREE SAMPLE

**SENGBUSCH
SCHOOL INKWELLS**

318 Sengbusch Bldg. Milwaukee, Wis.

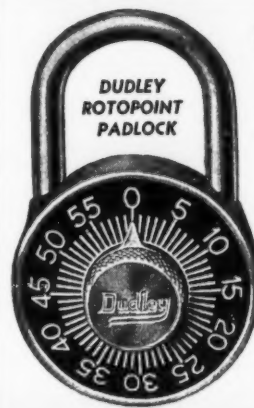
● SEE OUR EXHIBIT AT BOOTH M-23 — N. E. A. CONVENTION — ST. LOUIS

Manufacturers of
Pens . . . exclusively
SINCE 1876



Quality and uniformity of product that can not be gained in any other way, than by the specialization of an organization over a period of sixty years. An excellent, economical line of school pens.

TURNER HARRISON PEN MFG. CO. Philadelphia



Banish the Key Nuisance with the Dudley Rotopoint The Self-Locking Combination Padlock

When locker keys are lost, trouble begins. Confusion, disorder, and pilfering rule.

Avoid this problem with Dudley Keyless Combination Padlocks. Enjoy the simple effectiveness of Dudley furnished Master Chart Control.

The booklet at the right explains all. It illustrates the complete line of Dudley Combination Locker Locks.

Send for this booklet today—there is no cost or obligation to you!

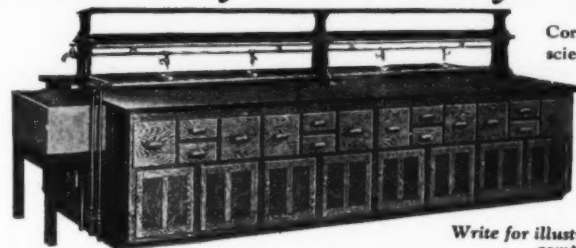


SCHOOL EXECUTIVES
WRITE FOR SAMPLE
LOCK FOR FREE
INSPECTION

Dudley Lock Corporation

Corner Franklin and Randolph Streets
Dept. A-3 Chicago, Illinois

PETERSON . . . Quality Laboratory and Library Furniture



Correctly designed and scientifically constructed for durability. Specifications and quotations on request, without obligation.

Write for illustrated catalog of the complete line.

LEONARD PETERSON & CO., INC.

Manufacturers of Guaranteed Laboratory and Library Furniture

OFFICE AND FACTORY: 1222-34 Fullerton Ave., Chicago, Ill.
Representatives conveniently located to serve you.

THOUGHTFUL ENGLISH COMPOSITION

Fred G. Fox

A presentation of essential elements of English composition prepared especially for high-school classes in freshman English following the latest and best composition methods and serving the twofold purpose of preparing the student to meet the problems of college composition and the practical writing of life. The work shows that the principles of good writing are based on common sense and good taste. Progressive lessons in grammar, punctuation, and sentence structure are prominent features of the book which yields readily to the unit system of teaching.

96 cents

*Progressive
schools are
using these
progressive
texts*

A SOURCE BOOK for MEDIEVAL ECONOMIC HISTORY

R. E. Cave and H. H. Coulson

A collection of over three hundred documents and excerpts from documents on all phases of economics—agriculture, forestry, mining, commerce, trade and exchange, fairs and markets, money and prices, transportation, loans and usury, taxes and guilds, slavery and serfdom, etc. The sources used are primal and therefore of the highest authority. A topical method of organization serves to simplify the outline of the book and make it handier for reference purposes. \$2.50

A PRACTICAL TEACHER OF PUBLIC SPEAKING

Herald M. Doxsee

A text for high schools designed to help the student meet the numerous situations in modern life that demand effective public speaking . . . sales talks, extemporaneous and after-dinner speaking, conducting meetings, etc.

\$1.32

A PRACTICAL STUDY OF AMERICAN SPEECHES

Herald M. Doxsee

Forty-one carefully selected speeches providing excellent examples of composition and presenting a cross section of the thought of American leaders of today and yesterday. Illustrated with numerous pictures of famous American speakers.

\$1.60

THE BRUCE PUBLISHING COMPANY 524 No. Milwaukee St. MILWAUKEE, WIS.

School Architects Directory

BONSACK & PEARCE INC.
WILL MAKE SURVEY OF YOUR NEEDS
Complete Architectural & Engineering
Services by School Specialists
411 Olive Street St. Louis, Mo.

WM. B. ITTNER, Inc.
Superior Architectural and
Engineering Service Rendered
408-Board of Education Building, St. Louis, Mo.

T. H. BUELL & CO.
ARCHITECTS
730-14th Street DENVER, COLO.

JOS. C. LLEWELLYN CO.
ARCHITECTS and ENGINEERS
38 S. Dearborn St.
Chicago
Ralph C. Llewellyn M. W. S. E. and A. I. A.

JOHN D. CHUBB
ARCHITECT and CONSULTANT
Educational and Public Buildings
109 North Dearborn Street Chicago, Illinois Marquette,
Michigan

MCGUIRE & SHOOK
ARCHITECTS
Specialists in Design of Educational Buildings
Consulting Service to School Officials
INDIANAPOLIS, INDIANA

CARL W. CLARK A. I. A.
State Theatre Building Cortland, N. Y.
Architect
Consultant and Plan Advisor—Mr. Frank H. Wood,
former Director, Division of School Buildings and
Grounds, New York State Department of Education
New York Office—Suite 1432-33 W. 42nd St.

PERKINS & WILL
ARCHITECTS
DWIGHT H. PERKINS—Consultant
333 N. Michigan Ave. Chicago, Ill.

FLOYD E. DOUGHERTY
ARCHITECT
79 West Monroe St., Chicago, Ill.

C. Godfrey Poggi
ARCHITECT
Elizabeth, New Jersey

MARTIN J. GEISE Architect
I make a Specialty of Designing School Buildings in
Illinois, Iowa, and Missouri. Over 20 Years Experience.
QUINCY, ILL. AND KEOKUK, IOWA
109 N. 8th Street State Central Saving Bank
Building, 6th and Main

Architects
N. S. SPENCER & SON
2330 Calumet Ave.
Chicago
Specialize in Educational Buildings

ROBERT R. GRAHAM
REGISTERED ARCHITECT
States of New York—New Jersey—Pennsylvania.
Member—N. Y. Chapter American Institute of Architects
Complete Architectural Service on School Bldgs.
—Consultations—
25 Prospect St. Middletown, N. Y.

STARRETT and VAN VLECK
ASSOCIATES
ARCHITECTS
267 Fifth Avenue, New York, N. Y.

GUILBERT & BETELLE
Architects
Chamber of Commerce Building
Newark, New Jersey

TOOKER & MARSH
ARCHITECTS
101 Park Ave. New York City, N. Y.

WARREN S. HOLMES COMPANY
Architects and Engineers
Appraisals of School and College Buildings
2100 OLDS TOWER BLDG., LANSING, MICHIGAN

WELLS, HUDSON & GRANGER
ARCHITECTS
Hanover—New Hampshire

THE SELECTION OF SCHOOL LOCKERS

(Concluded from Page 21)

Locker Parts

While the body—the sides, top, bottom, and back—must be of sufficient strength and correct design, these parts are not so important as they do not receive any great wear and tear or strain.

First of all, the most important part of the locker is the doorframe. Here most of the strain comes. If the frame is not rigid, and of sufficient strength, the door will not stand up and continue to operate properly. The frame is built essentially to hold the door so that it will operate smoothly and efficiently, without trouble or attention for many years. Therefore, the purchaser must be sure that the frame is

arc-welded in a manner that provides a virtual one-piece, rigid frame that will always remain in square.

The door itself must be so designed as to give sufficient strength and rigidity to withstand hard knocks and the frequent terrific punishment that it may receive from students. The door should be of at least 16-gauge steel, flanged on the vertical edges to give resistance, with all four corners welded.

Most important of all, is the hinge. This, in the opinion of many engineers, is the point at which weakness will first develop. The hinge holds the door and the frame together, and should it break, fail, bend, or in any way get out of order, the locker is useless. Probably the best way to test the strength of the hinge is to take a single locker, have someone hold the body, then take the door and put it back as far as it can be pushed. If the locker is not properly designed and built, something will give way. Unquestionably, the hinge that loops completely around the pin, and is attached to the door through two thicknesses of metal, provides the greatest strength. In addition, the pin should be so recessed in the frame that it cannot possibly slip or be driven out.

Next in importance are the handle and the locking device. Above all, the locking device must function properly at all times, and must be so designed and built that it will continue to act over a period of many years. The handle, which actuates the locking device, should be protected by a guard so that students' clothing, such as the pocket of a coat, cannot be caught on the handle and damaged. In addition, this operating mechanism should be so designed and fitted with silencers as to make the closing and operating of the door as quiet as possible.

There is just one final point that should be emphasized in the method of selecting lockers. If the salesman demonstrates a locker and makes tests that show the true strength of the locker at points that will receive strain under everyday use, well and good. But spectacular stunts that have no bearing on the everyday wear and tear of the locker should receive no consideration in passing judgment.

THE DEVELOPMENT OF THE SIX-YEAR SECONDARY SCHOOL

(Concluded from Page 19)

in order to better adapt these facilities to the needs of youth. A fixed type of secondary school organization, mechanically administered by complacent principals, has no place in a rapidly changing educational program.

AN EDUCATIONAL-GUIDANCE PROGRAM

(Concluded from Page 46)

It is the belief of the school faculty that the exploratory program is adequate in scope and content, since general science is taught as part of the course in the eighth year, mathematics as regular elementary arithmetic, and social science as a part of the work in history in the elementary grades. The information gained from the guidance course, together with the exploratory work in the seventh and eighth years, permits boys and girls to choose high-school courses more wisely. After the selection of the course has been made by the student, it must be approved by the parents before he or she may enter upon the course.

The entire program in the junior-senior high school is organized on the supervised study plan, with provision for six 60-minute periods during each school day.

Washington. Bellingham, started new building program, to cost \$985,000; includes two senior high schools, addition to Columbia School, and remodeling of Whatcom School; Montesano, addition to school, \$63,435.

Wisconsin. Sharon, will complete new school, at a cost of \$60,000.

THE MARKET PLACE

Write for our catalog sheets on:

Cast Bronze Signs, Tablets, Name Plates, Letters, Figures and Memorials

We can make quotations from Architects' Designs or Drawings

THE TURNER BRASS WORKS

Dept. T Established 1871 Sycamore, Illinois

SCHERMERHORN TEACHERS' AGENCY

Est. 1855 CHARLES W. MULFORD, Prop. Est. 1855
366 Fifth Avenue, between 34th and 35th Sts., NEW YORK
Branch 945 Union Trust Bldg., Pittsburgh, Pa.
Offices: 1836 Euclid Avenue., Cleveland, Ohio
A Superior Agency for Superior People
We Register Only Reliable Candidates
Services Free to School Officials
Member National Association of Teachers' Agencies

DUDFIELD'S Dustless

Crayon Trough and Blackboard Trim

A neat substantial metal trim for blackboards, with a chalk trough that takes care of the dust, and an eraser cleaner for cleaning erasers.

DUDFIELD MFG. CO. 16 W. Kansas Street
LIBERTY, MISSOURI

Tubular and Spiral Slide Type FIRE ESCAPES

More than 5,000 in use

POTTER MFG. CORPORATION
4808 N. Kimball Ave., Chicago, Ill.
Catalog on Request

Bind Your School Registers and School Reports —



These valuable and oftentimes irreplaceable records are easily lost if not put into permanent bindings. We specialize in such work, as well as the rebinding of texts, library and reference books. For prices and information write our nearest bindery.

THE NATIONAL LIBRARY BINDERY CO.

271 Park Street
West Springfield, Mass.
1766 E. 133rd St.
East Cleveland, Ohio

546 S. Meridian St.
Indianapolis, Ind.
2395 Peachtree Rd.
Atlanta, Ga.

for BETTER STAGE CURTAINS

Write

UNIVERSAL SCENIC STUDIO, INC.

1218-24 No. Fifth St. Milwaukee, Wis.

COMPLETE STAGE EQUIPMENT and DRAPERIES

TIFFIN
Scenic Studios
TIFFIN, OHIO
TRADE MARK

CATALOGUE UPON REQUEST

HILD FLOOR and CARPET WASHING EQUIPMENT and SUPPLIES...

Send for Free Catalog

HILD FLOOR MACHINE CO. 1313 W. Randolph St., Chicago, Ill.

FOR BETTER STAGE EQUIPMENT
BECK STUDIOS
2001 HIGHLAND AVE.
CINCINNATI, OHIO.
Complete Stage Equipment
DRAPERIES - SCENERY - RIGGING
76 YEARS OF SERVICE

FISK TEACHERS AGENCY CHICAGO

The best school systems throughout the country, both public and private, request us to recommend teachers to them. Excellent teachers are always in demand.

ADDRESS 1200 STEGER BUILDING
28 EAST JACKSON BLVD., CHICAGO, ILL.

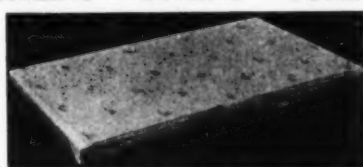
GRAMMAR IN MINIATURE

By Fred G. Fox

A remarkably clear and concise statement of the essential principles of grammar—splendid for review purposes for high school students. 20 cents

The Bruce Publishing Co.
New York Milwaukee Chicago

MATS make a gym



Manufacturers of fine mats for a quarter of a century.
SEND FOR BOOKLET

PETERSEN & CO. Est. 1911
4221 North 16th St., Philadelphia, Pa.

Position Wanted as Superintendent of Maintenance, in City Schools or College. Practical experience as background. Address M. O. Stone, 407 East 5th St., Sterling, Illinois.

NEW FOLDING TABLES

Transform your gymnasium, recreation or other room into dining room in five minutes. In successful use in Detroit schools for five years. Illustrated literature on request.

Wm. E. HARTMAN & CO.

3105 E. Grand Boulevard DETROIT, MICH.

BOOK MANUFACTURERS

... Book Binding
... School Annuals
... Magazine Binding

Boehm Bindery 104 E. Mason St. Milwaukee, Wis.

AMERICAN SANDERPLANE

WITH NEW FLEXIBLE SHOE

New shock absorbing shoe on this sander produces smoother jobs in a shorter time without any vibration.

Use the American Sanderplane for Manual Training Work, Resurfacing Blackboards, Refinishing Desk Tops and many other applications. Get a demonstration or ask for more information now by writing to

The American Floor Surfacing Machine Company
516 So. St. Clair Street Toledo, O.



HAVE YOU SEEN the NEW quiet RUBBER TIRED Coldwell HAND MOWER?



COLDWELL SUBURBAN

THE SUBURBAN, rugged, efficient, quiet in operation, handsome in appearance, is an ideal popular priced mower. Easy to handle. Width of cut 14, 16, 18 and 20 inches. See your dealer or write for literature showing complete line of Coldwell Hand Mowers for every need.

Send Coupon Today!

COLDWELL LAWN MOWER CO., NEWBURGH, N. Y.
Gentlemen: Please send me literature on your 1936 Hand Mowers.

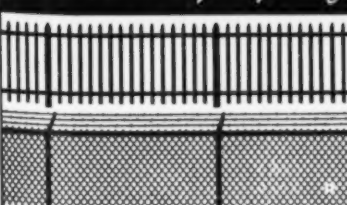
Name

Address

Dealer's Name

FENCE

for the PROTECTION of school children and school property



Stewart FENCES

IRON AND CHAINLINK WIRE
New Catalog sent upon request

The STEWART IRON WORKS Company, Inc.

335 Stewart Block
CINCINNATI OHIO

After the Meeting

SCHOOL TEACHER'S LAMENT

I said to a Mothers Club mother,
"Your boy is a one-person circus;
He's always at something or other
Concocted to harry and irk us.
While we are conversing, he screeches;
He tramps like an army with banners;
I wish you'd find some one who teaches
The young elementary manners."
Said she, "There is warmth in concessions;
Reproof or admonishment freezes;
A child should be free from repressions;
He ought to do just as he pleases."

"But, madam," I murmured, "he barely
Suggests that he had any schooling;
He reads only comics and rarely
Lets lessons encroach on his fooling.
To train him would need dynamiting;
He dodges tasks mentally gainful;
His adding is wretched; his writing
And spelling are equally painful."
Said she, "You're an old-fashioned foggy . . .
(Her son in agreement threw d'shes
And whooped, 'Run along little doogie')
A child should learn just what he wishes."

Elias Lieberman (in N. Y. Times)

Not So Funny

"Miss ———
Please excuse John for being absent yesterday from
school 'cause I was washing his winter underwear and
it won't happen again this year."
Mrs. ———"

He Had Observed Them

Teacher: "What is the feminine of bachelor?"

Boy: "The feminine of bachelor is lady-in-waiting."

The Psychology Test

Mr. Albert S. Davis, supervising principal of schools,
Bound Brook, New Jersey, tells the following story:

It seems that in a football game this fall, a senior
on one of these college teams got an awful bump on
the head about ten minutes after the game had
started; to use a current phrase, he was knocked
kicking, and lay on the ground with his eyes closed.
The referee, who happened to be a rather hard-boiled
individual, stopped the game, bent over the un-
conscious youth, and then waved his hand to the
coach. The two went into consultation; the referee
advised the coach to take the player out of the game.
But the coach was very reluctant to lose the man.
"I think he is O.K.," said he. "Let's try the Harvard
psychological test on him."

"O.K.," replied the referee, "but youse have got
to get some action right away or that baby will have
to git out of this game."

Stooping over the prostrate player the coach ob-
served, "Hey, you; what day of the week is it?"

"Saturday," promptly replied the player, again clos-
ing his eyes after the answer.

"There you are!" triumphantly said the coach.
"You see he's all right."

"Now wait a minute, wait a minute!" said the
tough referee; "Let's try this guy on a harder one.
How do I know you ain't primed him up ahead of
time on this? Lemme ask him a question. Hey, you,
how much is four and four added up?"

"Nine," promptly replied the prostrate college
senior.

"By Judas!" exclaimed the referee. "That's right!
Hey, youse, whadda dy'e mean by tryin' to hold up
the game? Git back in there, youse, and stop your
stallin'!"



Professor: I forgot my umbrella this morning.
Mrs. Professor: How did you remember that you
had forgotten it!
Professor: Well, I missed it when I raised my hand
to close it after the rain was over. — Strays.

Buyers' News

A Half Century in Iron. The American romance
frequently finds eloquent expression in our industrial
life. That story spells a humble beginning, a splendid
struggle, and a magnificent achievement in point of
service. It applies with exceptional aptness to the
history of the Stewart Iron Works, which completes
the half-century mark of its existence.

The enterprise had its beginning in 1886 at Wichita,
Kansas. The brothers, R. C. and W. A. Stewart con-
ceived and launched the enterprise in a small way.
They breathed character into their product and pro-
ceeded upon the most honorable methods known to
industrial life. It soon became evident that they were
rendering a useful service.

The spirit of enterprise prompted them to move
the plant to a point nearer the source of raw materials
and the center of distribution. Thus, in 1903, they
located at Covington, Kentucky (opposite Cincinnati).
Here the plant expanded until it became one of the
largest concerns of its kind.

The executives in announcing the golden anniversary
of the company that the policy originally adopted by
the founder, Mr. R. C. Stewart, had been consistently
lived up to. "Its products have been synonymous with
quality. Its reputation has never been tainted with so-
called cheap products."

The present plant covers 350,000 square feet of floor
space and is equipped with modern machinery, jigs,
and dies for fabrication bar, shape, and plate work
of any magnitude, cold working, forging, welding,
etc.

In the fencing industry, the Stewart Iron Works
leads. It is the world's largest leader of steel picket
fencing. The excellence and reliability of this product
is established. Others of its products popularly used
in the schools throughout the United States include
metal folding chairs, wire mesh partitions, window
guards, pipe railing, settees and benches, baseball- and
tennis-court backstops, etc.

The list of educational institutions equipped with
the Stewart iron products is a long one and includes
many of the outstanding colleges and universities, as
well as the common schools throughout the country.

In recording the foregoing, let us add our congratu-
lations to the projectors and managers of the Stewart
Iron Works, in the hope that they may continue in
the splendid service they are rendering to their time
and their many patrons.

Appoint New York Manager. The All-Steel Equip
Company, Inc., 606 John St., Aurora, Ill., has an-
nounced the appointment of Mr. H. Seymour Walcott
as its New York sales manager. Mr. Walcott's experi-
ence includes thirteen years of service with the Library
Bureau, seven years with the Safe-Cabinet Company,



MR. H. SEYMOUR WALCOTT

and ten years as manager of the Walcott-Taylor Com-
pany of Washington, D. C. Recently he has been with
the Harter Corporation, of Sturgis, Mich., as vice-
president in charge of sales. Mr. Walcott has had
wide contacts with schools and colleges and is thor-
oughly familiar with the problems of furnishing schools
and colleges.

Western Electric Program Sound System. A new
program sound system, embodying unique advantages
for schools and colleges has been announced by the
Western Electric Company, 195 Broadway, New
York City.

The new program sound system has been designed
by the Bell Telephone Laboratories for distributing
programs, and is entirely operated from a single
cabinet. In the cabinet are centered all controls, the
flexible switching arrangements, a radio receiver, an
electric phonograph, amplifying equipment, and a
combination loud-speaker and microphone device.

An important feature of the system is its "talk-
back" facilities, through which sound not only may be

sent out over loud-speakers, but the same loud-
speakers may in turn be used as microphones for pick-
ing up sound to be transmitted back to the central
point. The "talk-back" feature offers a means for
overhearing in the central office what is happening
at any loud-speaker location. It permits the principal
to listen in on the work of any particular class.

Complete information may be obtained by any
school official upon application to the Western Electric
Company in New York City.

New American Seating Company Catalog. The
American Seating Company, Grand Rapids, Mich., has
just issued its latest catalog No. 267, showing its
complete line of scientifically designed and correct-
posture school furniture.

The new catalog of 48 pages describes and illustrates
the newest and best in classroom seating, including
adjustable and better sight desks, typewriter desks,
movable desks, commercial desks, and tablet-arm



"AMERICAN" SIGHT SAVING CHAIR-DESK
One of the new types of seating illustrated in the "American"
Catalog.

school seats. The catalog also lists a line of Universal
all-purpose tables, kindergarten tables, steel folding
chairs, portable assembly chairs, gymnasium and
auditorium seating.

The catalog makes clear the fact that the new
"American" seating is based wholly upon scientific
studies of posture and the bodily growth of children,
that it has been carefully designed to meet the newer
needs of progressive education, and that design, mate-
rials, and construction meet present-day demands for
maximum service at a low price.

Complete information may be obtained by writing
to the Company at Grand Rapids, Mich.

Balsam-Wool Units for House Insulation. The
Wood Conversion Company, St. Paul, Minn., makers
of insulating and sound-deadening materials, have
just announced a new product known as Balsam-
wool units for sealed house insulation. These units
have been produced to fit the needs of the present
building market and are recognized as a necessity for
moisture-proof and wind-proof insulation. They are
fire-resistant, insure fuel economy and comfort the
year round, are permanent in use, and efficient. They
are also widely used for sound deadening of interior
partitions, and ceilings.

Complete information is available to any school
official who will write to the company at St. Paul,
Minn.

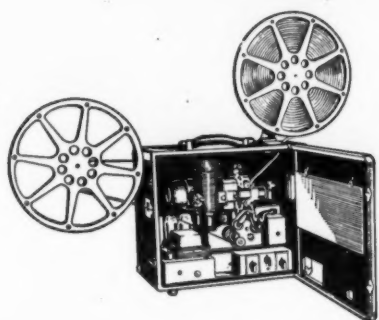
Berger Company Observes Fiftieth Anniversary.
The Berger Manufacturing Company, of Canton, Ohio,
will observe during 1936 the fiftieth anniversary of
the establishment of the firm. Starting in a small base-
ment shop with one product in 1886, the company has
grown to a large organization, utilizing 450,000 square
feet of manufacturing space, and developing almost
every type of product made from sheet metal.

The Berger Company manufactures a complete
line of steel products, including steel desks and tables
for office, school, and public buildings, steel cabinets
and stands, library stacks, and steel wardrobes.

Kewaunee Company Elects Officers. The Ke-
waunee Manufacturing Company, Kewaunee, Wis., at
a recent meeting of the board of directors, elected new
officers for the next year. Mr. J. A. Campbell was
elected treasurer and assistant secretary; Mr. E. J.
Skala, assistant treasurer; Mr. E. J. Leech, vice-pres-
ident and manager of the steel sales; and Mr. C. T.
Campbell, vice-president and manager of metal prod-
ucts manufacturing. Mr. C. G. Campbell is president
and general manager of the company.

The products of the Kewaunee Manufacturing Com-
pany include wood and metal laboratory, vocational,
home-economics, and library furniture which are
known and used in schools throughout the United
States.

Death of Mr. Junius Wren. The Standard School
Equipment Company has announced the death of Mr.
Junius Wren, secretary of the company, which oc-
curred on January 28, at Siler City, N. C. Mr. Wren
was well known in the school field and his passing is
regretted by a wide circle of friends.



Steady Screen Pictures

An essential in which

Bell & Howell FILMO Projectors

ARE SUPREME!

Perfect steadiness of the motion picture on the screen is necessary to safeguard the eyesight of pupils. There must be no trace of jumpiness, either vertically or laterally. A scientific test which can be made in your school proves the supremacy of Bell & Howell Filmo 16 mm. Projectors in this vital requirement.

"Metered Lubrication," another exclusive Bell & Howell advantage, assures the continuance of Filmo's original superior performance.

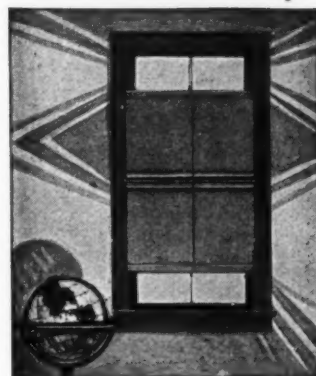
Write today for full information about these and the many other sound reasons why your school projectors should be Filmos. Prices, \$125 and up. Models for every school need—for both sound and silent film.

BELL & HOWELL COMPANY

1814 Larchmont Ave., Chicago

NEW YORK • HOLLYWOOD • LONDON

Replace Worn Out Shades with Draper SIGHT SAVING Shades



Draper Adjustable School Room Shades keep the sun OUT but let the light IN. The patented Draper pulley bracket allows easy shade removal for cleaning.

Address Dept. AA for details and samples of Dratex Fabric.

LUTHER O. DRAPER SHADE CO.

SPICELAND

Dept. AA

INDIANA

ADVERTISERS' INDEX

Acme Shear Company, The.....72	Faultless Caster Company.....77	Peabody Seating Co., The.....58
All-Steel-Equip. Co., Inc.....52 & 53	Fiat Metal Mfg. Company.....8	Petersen & Company.....81
Allyn and Bacon.....Fourth Cover	Finnell System, Inc.....65	Peterson & Co., Leonard.....79
American Abrasive Metals.....78	Fisk Teachers Agency.....81	Pierce Governor Co., The.....77
American Crayon Co.....68	Ford Company, The J. B.....84	Pittsburgh Steel Co.....11
American Floor Surfacing Machine Co.....81		Potter Manufacturing Corp.....81
American Seating Co.....47		Premier Engraving Co.....78
Ampro Corporation.....75		
Architects Directory.....80	Hamilton-Invincible, Inc.....69	RCA Mfg. Company, Inc.....50
Armstrong Cork Products Co.....14	Hartman & Co., Wm. E.....81	Royal Metal Mfg. Co.....55
Austral Sales Corp.....57	Heywood-Wakefield Co.....69	Rundle-Spence Mfg. Co.....77
Automatic Pencil Sharpener.....72	Hild Floor Machine Co.....81	
A. P. W. Paper Company.....63	Hillyard Chemical Co.....77	Schermerhorn Teachers' Agency.....81
	Hoffman Specialty Co., Inc.....8	Sengbusch Self-Closing Inkstand Co.....79
Bassick Company, The.....72	Holden Patent Book Cover.....51	Sheldon & Company, E. H.....60
Beck Studios.....81	Holmes Projector Company.....76	Sloan Valve Company.....8
Beckley-Cardy Company.....74	Houghton, Mifflin Company.....50	Spencer Turbine Company.....11
Bell & Howell.....83	Huntington Laboratories.....64	Standard Electric Time Co., The.....48
Berger Mfg. Company.....70		Stewart Iron Works Co., The.....81
Binders Board Manufacturers' Association.....66	Johnson Service Company.....2nd Cover	Stone, M. O.....81
Binney & Smith Company.....73		Sturtevant Company, B. F.....6
Boehm Bindery, The.....81	Kewanee Boiler Corp.....7	
Bruce Publishing Company.....79	Kewaunee Mfg. Company.....59	Tiffin Scenic Studios.....81
Butler Mfg. Company.....6	Kimball Company, W. W.....50	Turner Brass Works.....81
		Turner & Harrison Pen Mfg. Co.....79
Carbon Solvents Laboratories.....81	Lyon Metal Products, Inc.....77	Twin City Scenic Co.....78
Century Brass Works.....62		
Chamberlin Metal Weather Strip Co., Inc.....6	Maple Flooring Manufacturers Association....1	Universal Bleacher Co.....78
Clarin Manufacturing Co.....76	Medart Mfg. Co., Fred.....71	Universal Scenic Studios.....81
Coldwell Lawn Mower Co.....81	Midland Chemical Laboratories.....67	U. S. Inkwell Company.....78
Congoleum-Nairn, Inc.....49	Miller Keyless Lock Co., J. B.....78	
Crane Company.....9	Minneapolis-Honeywell Regulator Co..3rd Cover	Victor Animatograph Corp.....71
		Vonnegut Hardware Co.....4
Deskor Chair Sales Corp.....75	National Library Bindery Co.....81	
Dick Company, A. B.....3	National School Supplies and Equipment Ass'n.10	Walrus Mfg. Company.....71
Ditto, Incorporated.....12	National Vulcanized Fibre Co.....72	Weber Costello Co.....69
Draper Shade Co., Luther O.....83	Nesbitt, Inc., John J.....5	Western Electric Co.....2
Dudfield Mfg. Company.....81	Newcastle Products, Inc.....78	Wood Conversion Company.....11
Dudley Lock Corporation.....79	New York Silicate Book Slate Co.....75	
	Norton Company.....54	Yale & Towne Mfg. Co.....66
Electric Storage Battery Co.....61	Norton Door Closer Company.....66	
Evans, W. L.....75		

Science Proves Value of Washing Paint . . .

INTO a room in one of Detroit's skyscrapers came "the man with the light meter." Readings were taken. The painted walls and ceilings were washed with Wyandotte Detergent and readings were again taken. Result: a 29% increase in illumination.

In rooms where the paint was dirtier readings have shown increases of 40%, 50%, and as high as 65% in illumination after walls and ceilings were washed with Wyandotte.

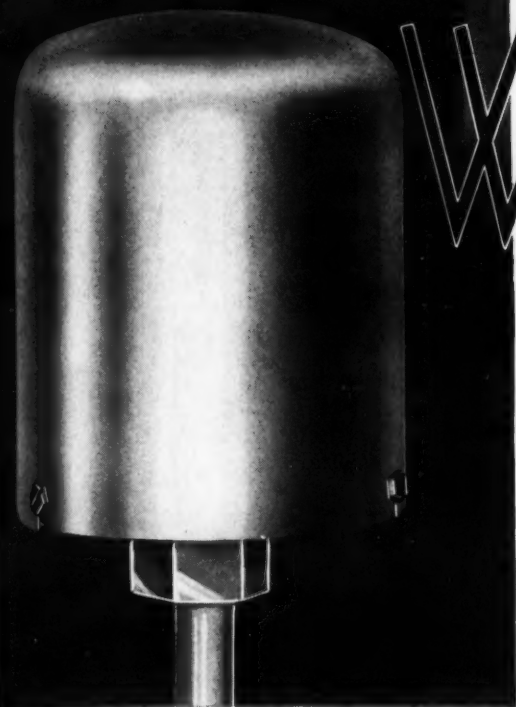
Wyandotte Detergent gives these remarkable results because it completely removes dirt and even the invisible films of grease which catch and hold dirt. And Wyandotte renews the bright, fresh appearance of paint. It does not scratch or dull painted surfaces.



Give your painted surfaces the illumination test, wash them with Wyandotte, and you'll be amazed at the results.



**THE
J. B. FORD
COMPANY**
Wyandotte, Mich.



THE WEATHERSTAT — THE ONLY OUTSIDE CONTROL THAT RESPONDS TO ALL FOUR WEATHER FACTORS—OUTSIDE TEMPERATURE, SOLAR RADIATION, WIND DIRECTION, AND WIND VELOCITY

WEATHERSTAT CONTROL *Saves* 19.5% ... fuel at ...

CATHOLIC UNIVERSITY



CARDINAL GIBBONS MEMORIAL HALL, CATHOLIC UNIVERSITY, WASH., D. C. EQUIPPED WITH WEATHERSTAT OUTSIDE TEMPERATURE CONTROL

WEATHERSTAT CONTROL, a part of the Minneapolis-Honeywell Modutrol System, has brought a fuel saving of 19.5 percent in heating Cardinal Gibbons Memorial Hall, a student dormitory building at Catholic University, Washington, D. C. The annual steam consumption, which is supplied from a central plant, has been reduced from 5,435,000 to 3,957,900 pounds. Two Weatherstats are used to operate two zone control valves and a time switch is employed for the night temperature shutdown, morning

pickup, and weekend shutdown. Being an outside control, the Weatherstat responds to all four weather factors—outside temperature, solar radiation, wind direction and wind velocity—to effect fuel savings and provide more desirable heating conditions. The Minneapolis-Honeywell Engineer, in or near your city will show you, without obligation, what Weatherstat control can do for your school . . . Minneapolis-Honeywell Regulator Company, 2830 Fourth Ave. So., Minneapolis, Minn. Branch and distributing offices in all principal cities.

MINNEAPOLIS-HONEYWELL

Control Systems

KNOWN INSTRUMENTS FOR INDICATING, RECORDING, AND CONTROLLING

Science Proves Value of Washing Paint . . .

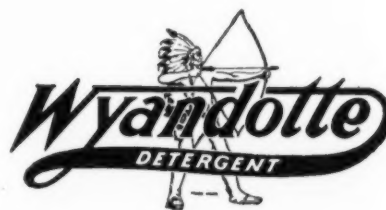
INTO a room in one of Detroit's skyscrapers came "the man with the light meter." Readings were taken. The painted walls and ceilings were washed with Wyandotte Detergent and readings were again taken. Result: a 29% increase in illumination.

In rooms where the paint was dirtier readings have shown increases of 40%, 50%, and as high as 65% in illumination after walls and ceilings were washed with Wyandotte.

Wyandotte Detergent gives these remarkable results because it completely removes dirt and even the invisible films of grease which catch and hold dirt. And Wyandotte renews the bright, fresh appearance of paint. It does not scratch or dull painted surfaces.

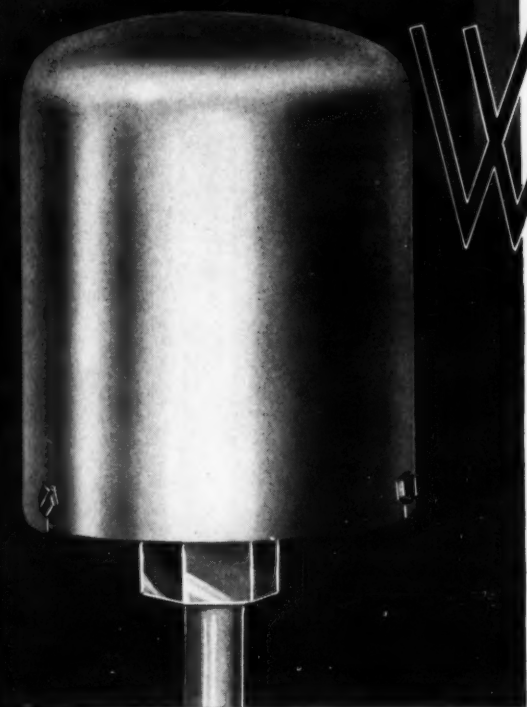


Give your painted surfaces the illumination test, wash them with Wyandotte, and you'll be amazed at the results.



**THE
J. B. FORD
COMPANY**

Wyandotte, Mich.



THE WEATHERSTAT — THE ONLY OUTSIDE CONTROL THAT RESPONDS TO ALL FOUR WEATHER FACTORS—OUTSIDE TEMPERATURE, SOLAR RADIATION, WIND DIRECTION, AND WIND VELOCITY

WEATHERSTAT CONTROL *Saves* 19.5% ... fuel at ...



CARDINAL GIBBONS MEMORIAL HALL, CATHOLIC UNIVERSITY, WASH., D. C. EQUIPPED WITH WEATHERSTAT OUTSIDE TEMPERATURE CONTROL

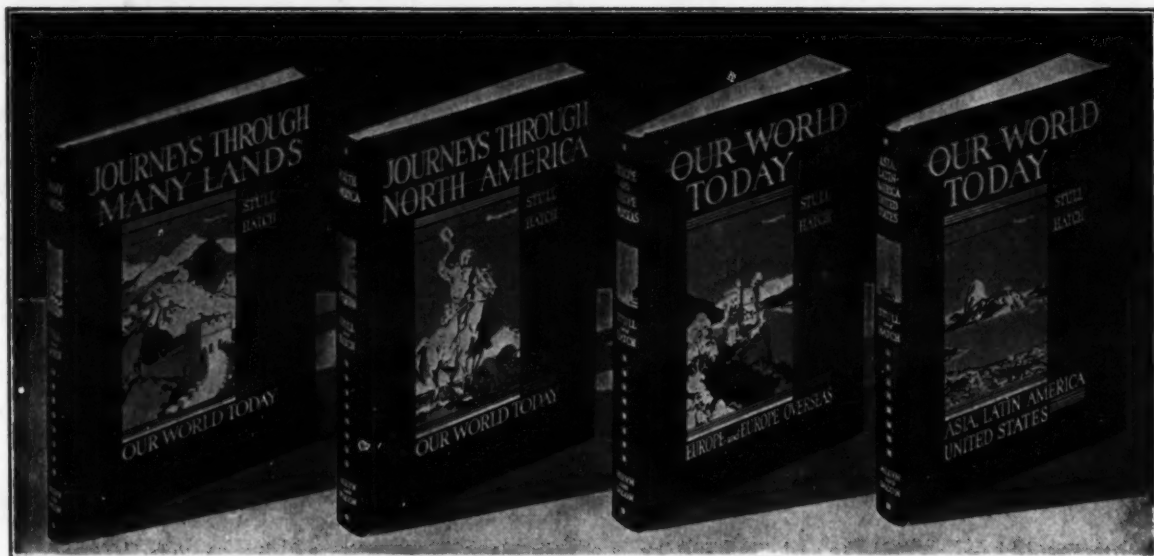
WEATHERSTAT CONTROL, a part of the Minneapolis-Honeywell Modutrol System, has brought a fuel saving of 19.5 percent in heating Cardinal Gibbons Memorial Hall, a student dormitory building at Catholic University, Washington, D. C. The annual steam consumption, which is supplied from a central plant, has been reduced from 5,435,000 to 3,957,900 pounds. Two Weatherstats are used to operate two zone control valves and a time switch is employed for the night temperature shutdown, morning

pickup, and weekend shutdown. Being an outside control, the Weatherstat responds to all four weather factors—outside temperature, solar radiation, wind direction and wind velocity—to effect fuel savings and provide more desirable heating conditions. The Minneapolis-Honeywell Engineer, in or near your city will show you, without obligation, what Weatherstat control can do for your school . . . Minneapolis-Honeywell Regulator Company, 2830 Fourth Ave. So., Minneapolis, Minn. Branch and distributing offices in all principal cities.

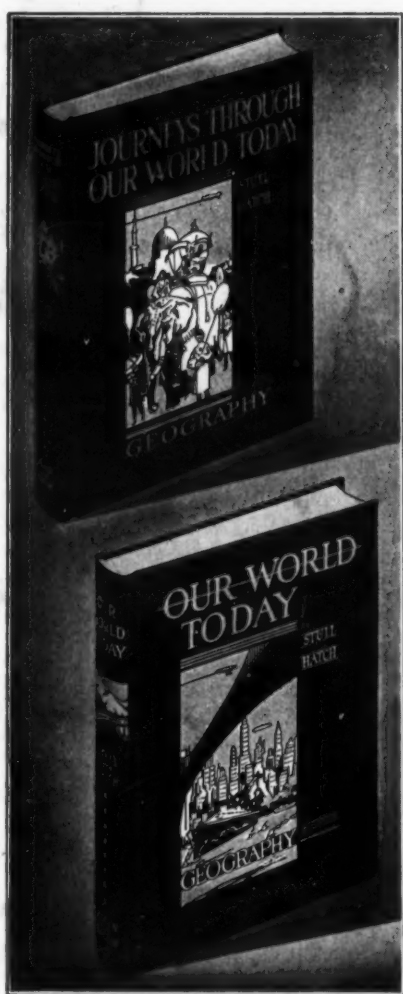
MINNEAPOLIS-HONEYWELL

Control Systems

BROWN INSTRUMENTS FOR INDICATING, RECORDING AND CONTROLLING



THE NEW GEOGRAPHY



An hundred realms appear—
Lakes, forests, cities, plains, extending wide,
The pomp of kings, the shepherd's humbler pride.
—Goldsmith, *The Traveller*.

When the tiny Phoenician galleys left the safety of home shores and ventured out from the Mediterranean even into the stormy Atlantic, trade and treasure were not the only lures to the far horizon.

It was not the need for a new home alone which propelled the boats of the Vikings. Marco Polo's stories of jewels and gold in Cathay, and search for a northwest passage were not the only magnets that drew the caravels to a new continent.

More dominant than any of these material forces was the irresistible urge to discover and explore. This restless spirit of the human heart still spurs men on to miraculous achievements, sending them to regions of ice and snow, or on courageous journeys to the stratosphere, or to the boundless wastes of some untrod desert.

No longer are these ventures into the unknown the privilege of the few. The printed page permits the stay-at-homes to share them.

Today's world is a world of travel, and our children can be prepared to make their journeys intelligently and appreciatively.

Geography is the subject that fulfills this function, because the heart of geography is travel—travel so conducted and interpreted that provincialism fades and kinship with the world becomes paramount.

Allyn and Bacon

BOSTON
ATLANTA

NEW YORK
SAN FRANCISCO

CHICAGO
DALLAS